

**IMPLEMENTATION OF FEE FREE POLICY IN THE PROVISION OF
SECONDARY EDUCATION IN TANZANIA: A CASE OF GAIRO DISTRICT**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled: *“Implementation of Fee Freepolicy in the Provision of Secondary Education in Tanzania: A Case of Gairo District”* in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University in Tanzania.

.....

Dr. Karoli Mrema

.....

Date

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DECLARATION

I, **Abeid Haidari**, do hereby declare that this dissertation is my own original work and that it has not and will not be presented to any other institution for the award of the degree or other similar award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my wife and children whose love, moral and inspiration and devotion made my life worth living throughout the period of my career.

ACKNOWLEDGEMENT

The work of this magnitude is not a product of an individual alone; rather it is a contribution of many people who helped me through material and moral support during the course of producing this document. A special word of thanks is particularly for the following individuals:

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ABSTRACT

This study investigated the implementation of fee free policy in the provision of secondary education in Tanzania. In this study, the sample of 80 respondents was chosen by convenience sampling. The main objective of this study was to investigate the implementation of Fee free Education Policy in provision of Secondary Education in Tanzania. A case of Gairo District. Primary data were collected from the respondents who were given self- administered questionnaire. The data were analysed by descriptive statistics using SPSS. The major finding suggests that government and development partners were the major source of finance of the fee free programme for secondary education. Fee free education has played key role in increasing the budget and expenditure to overall education sector. The study also found that due to increased budget, school facilities and learning materials were improved. The study further suggests that the battle against improvement of education quality has not come to an end. The findings also suggest that, fee free programme has increased secondary school classrooms and toilets but limited evidence exists as to the improvement of the office buildings and teachers' houses. However, other findings show that delay of project funds and limited financial resource has been acting as barriers to the implementation of fee free education policy. The study recommends that funds should be equally released and more funds directed to the construction of teacher's houses and office buildings.

Keywords: Fee Free Education Policy, Education Financing under PED and Financing Education in Tanzania

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LIST OF ABBREVIATIONS OR ACRONYMS

EFA	Education for All
ETP	Education Training Policy
IEC	Information, Education and Communication
PEDP	Primary Education Development
PSLE	Primary School Leaving Examination
SEDP	Secondary Education Development Plan
UNESCO	United Nations Education, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUD TO THE PROBLEM

1.1 Introduction

Tanzania attempted to offer fee free Education Policy for the first time by removing School fees in 1963 that reduced enrolment disparity between children from rich and poor households; hence Government financed the education system and provided free Primary to University Education in Tanzania. (Haki Elimu 2017).

1.2 Background to the Problem

Globally, fee free secondary education programme is the strategy that aimed at reducing the education cost to parents for their children attending schools. It is a programme that comes with funding package to improve secondary school learning facilities such as classroom, toilets and administration offices and students' academic performance. School learning facilities are considered a key aspect of learning environment for improving the academic performance (Mashala, 2019). Out of 45 countries in Sub-Saharan Africa, only few countries such as Ghana, Tanzania, Botswana, Mauritius and Seychelles have fully guaranteed fee free secondary education (Bray, 2013). Lowering the cost of education to parents by free education programme can increase the school learning facilities and its quality of education for academic performance.

The fee free policy has strategy to provide funding package to facilitate renovation, construction of school learning facilities and cover administrative cost. For instance, in attempt to promote education in Africa, Dakar – Senegal committed to lower cost

of primary and secondary education so as to introduce fee free by law and in practice in the replenishment conference (Apiola *et al.*, 2011). Also, United Nations member countries pledged to provide fee free for primary and secondary education by 2030. For instance, Tanzania adopted fee free education policy by removing tuition fees and prohibiting some indirect costs from primary to secondary education while Ghana also fully guaranteed fee free education programme up to higher secondary education (Akaguri, 2014).

Tanzania as one of the developing countries has been undergoing dramatic changes so as to accommodate policy reform and programme strategies aimed at improving access and quality of education provision. The Education for All Policy (EFA) emphasizes all children to be enrolled for schooling. This is to ensure access to quality education for all children(Williams *et al.*, 2015). Quality education for children advocates the presence of convenient physical buildings and sanitation, instructional materials, motivated teachers, gender unbiased curriculum, and examination practice (Akaguri, 2014). Access to secondary education has never been aligned with the quality of learning despite the efforts in advocating equal access and transition (Godda, 2018; URT, 2018).This has implication to the country's education quality and practice that is why the country continues to create conducive learning facilities by investing into education programme and strategies aimed at making this come to realisation.

Despite the effort by government to improve education in Tanzania,, the education sector in Tanzania is facing some challenges that include student enrolment, shortage of infrastructure, poor academic performance and shortage of science teachers. In

dealing with these challenges, the government introduced education and training policy 2014, several strategies and education programmes to improve education provision in Tanzania. Currently, the government of Tanzania is implementing the Education and Training Policy (ETP) of 2014, which it committed to provision of “Fee Free Basic Education”. This replaced the former basic education financing system where the government was contributing part of the running costs and the rest were being contributed through fees and parental contributions (Apiola *et al.*, 2011; Sakaue, 2018). In Tanzania, fee free policy was announced in 2016, where from then; parents were not required to pay for tuition fees and other related costs for their students.

In doing so, the Government of Tanzania has also made dramatic improvements in secondary enrolment and education provision. The introduction of Secondary Education Development Plan (SEDP) aimed at increasing the access and equity. In the same line, Education and Training Policy 2014 states that children or student will have an opportunity to learn from standard one to form four without paying school fees (Godde, 2018; Bray, 2013; Creswell, 2012). It is a compulsory and free education, which is given for eleven years of being in school. This intends to improve education provision in enrolment, academic performance, teacher in-service training and infrastructures.

Despite the importance of education and training policy 2014, strategies designed to improve Secondary education provision; its progress and achievement have received relatively little attention. Typically, the national education plans assume that secondary school education will improve automatically as a result of interventions

designed to improve initial access and educational quality (Rosser & Joshi, 2013). On other hand, introduction of fee free policy has led to the improvement of education quality and reduction of education expenditure among households but also intended to improve secondary school infrastructures and equity. The initiative comes after many studies to reveal the problem of shortage of infrastructures (classes, toilets, offices & teacher houses) and shortage of learning materials especially during the transition from primary school to secondary (Orodho, 2014). However, what is disappointing is that the truancy of students in secondary schools has increased (Moraru & Stoica, 2010). The study therefore investigated the implementation of fee free policy in the provision of secondary education by also suggesting the best way for effective implementation of fee free policy in Tanzania.

1.3 Statement of Problem Statement

Education development is a process, which has been addressed by policies and agreements in Member States of the United Nations. In attempt to ensure that the quality of education is attained, Tanzania initiated the fee free education policy to promote an investment into school learning facilities and other education matters in 2015.

As per Education Circular No. 5 of 2015, the fee free education policy removed the secondary education fees and other direct costs (Matete, 2016). This led to the government increasing its budgets to ensure that secondary schools receive adequate government funds for all education matters, including the construction or renovation of classrooms, teacher housing, libraries, laboratory facilities and learning or teaching materials (Godda, 2018).

In fact, secondary schools have been receiving funds from the central government and 33% of the funds thus received are specifically spent on constructing and renovating the school learning facilities such as classes and laboratories and other funds for administrative costs. The initiative came into effect due to shortages of school learning facilities-classes and limited funding allocated to secondary schools by local government authorities. Promoting secondary school learning facilities is not only improving the education quality but also reducing the burden that parents incurred to construct the school learning buildings.

Although the government has been implementing policies including the fee free policy and strategies such as Pay for result (EP4R) very little information has been documented to justify the progress and success of the policy and strategies being implemented. To realize the efforts being made by government and development partners in education sector, it is necessary to get insight about the implementation of the fee free policy responses and its success.

Despite the fact that studies by Lindsjö (2018); Sifuna (2007); Vavrus and Moshi (2009); and Riddell (2003) examined the fee free policy mostly they focused on cost of burden, livelihood and expenses to households in Tanzania and East Africa as a whole. Such studies provide the compliment to present study but limited information or knowledge on how fee free policy has successfully been implemented and improved the provision of secondary education in Tanzania which is yet unknown. Understanding the implementation of fee free policy in the provision of secondary education will be used as a benchmark. Therefore, this study investigated the implementation of fee free policy in the provision of secondary education in Tanzania.

1.4 General Objective

The general objective of this study was to investigate the implementation of fee free policy in the provision of secondary education in Tanzania.

1.4.1 Specific Objective

The study specifically intended to:

- (i) Examine the context under which fee free policy has been implemented in Gairo district
- (ii) Assess the flow of resources during the implementation of fee free policy in Gairo district
- (iii) Identify the constraints during the implementation of fee free policy in Gairo district.

1.4.2 Research Questions

- (i) What is the context under which fee free policy has been implemented?
- (ii) How has been the flow of resources during the implementation of fee free policy?
- (iii) What have been the constraints during the implementation of fee free policy?

1.5 Significance of the Study

Despite the fact that many studies have been done on the academic achievement in education in the country, few of them have focused on free secondary education provision and students' enrolment among students in secondary schools. In that case, there has been limited information about the fee free policy influencing the secondary education provision particularly in enrolment and infrastructure improvement.

Therefore, the study came to fill in these information gaps by linking further between the fee free policy and secondary education provision achievement. The study also gave knowledge on the fee free policy achievement in academic performance among secondary schools. Therefore, this study has added to the growing literatures on fee free policy in relation to secondary education provision to addresses specific issues in education sector development in the country.

1.6 Scope of the Study

The study focused on fee free policy, access to quality secondary education, infrastructures under secondary schools and enrolment particularly the form one and the challenges facing the implementation of the fee free policy with the intention to ensuring that quality education is provided to students. Generally, the study investigated the implementation of fee free policy in the provision of secondary education in Tanzania.

1.7 Organization of the Dissertation

This dissertation is divided into five chapters. The first chapter elaborates on the background of the study, statement of the problem, objectives and significance of the study. The second chapter presents the literature review that is categorized into theoretical literature, empirical literature and conceptual framework. Chapter three contains the methodology used in this research that is typical qualitative research because the researcher built exploratory study from the collected data to determine the findings. This chapter shows the study area, study population, sample size and sampling techniques, types and sources of data, data collection methods, validity

issues, and data analysis methods. Chapter four presents the findings while chapter five discusses the findings. Lastly, chapter six gives the conclusion and recommendations emanating from the findings of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the policy context of the fee free education; theoretical framework is also part of literature review where the underlying theory guiding the study is presented. The chapter also presents empirical studies related to implementation of fee free policy in provision of secondary education. The chapter ends up with conceptual framework underpinning the fee study and secondary education provision.

2.2 Theoretical Literature

2.2.1 Theoretical Framework

The Theory of Multiple Intelligence, developed by Gardner, was used in this study to emphasize the importance of secondary education provision. According to Gardner (1991), the theory is based on the notion that people are not born with all the intelligence. He goes on to say that intelligence can be learnt throughout life. He also claims that everyone is intelligent in at least nine different ways and can develop each aspect of intelligence to an average level of competence.

Of the nine ways, visual-spatial aspect is included in the theory. Visual-Spatial intelligence, according to Gardner, “is the brain ability to perceive and interpret visual stimuli. In other words, it is how our minds process with what we see and learn (Dadi, 2013). Although not very recognized, visual-spatial intelligence is very important in the learning process and in everyday life. The importance of the leaning intelligence,

according to Gardner, is that, the way we visually perceive and interpret the world around us is an important quality to have. He emphasizes by pointing out that, in the learning by practice the ability to transfer a vision to a painting, sculpture, or film is a key quality (Posti-Ahokas & Lehtomäki, 2014). “Careers such as architecture require a person to transfer a vision of a structure into a blue print”.

The importance of secondary education provision in Tanzania is clearly demonstrated in this theory in relation to spatial learning styles, which perhaps some educational leaders, administrators and teachers may not have come across. It is essential therefore, for the Ministry of Education and Vocational Training to implement the fee free policy to improve quality of education, access and enrolment (Dadi, 2013). This study was designed to find out fee free policy that improves provision of secondary education.

2.2.2 Financing Education in Tanzania

Before independence, education was typically funded by parents and government through cost sharing. The contribution of parents was very minimal as in the earlier 1980s parents contributed only TZS 20 as school fee contribution (Sifuna, 2007; Nordstrum, 2013). The approach went on until the parents were contributing only TZS 2000 and other costs like school uniforms and stationery facilities and rest of the costs were covered by the government (Mtahabwa, 2010).

The financing approach of education in Tanzania has generally passed through various phases including sharing the financing of education between the government, foreign donors, local donors, communities, parents and end-users (Tidemand & Msami,

2010). It was set out that the government provides incentives to individuals, communities and NGOs to establish and develop pre-primary, primary, secondary and vocational, teacher education, and tertiary and higher education institutions. It was stipulated that provision of education and training shall be included as an area of investment in the investment Promotion Act where the government shall give incentives to local design, production, procurement and distribution of education equipment and materials(Magoti, 2016). That the school and tuition fees, be termed as source of financing the government and non-government education and training institutions.

It was spelt out that the school and tuition fees for non-government education and training institutions shall be proposed by the respective owners and managers of these institutions and approved by the government. The School and tuition fees shall be collected and retained for use by the relevant education and training institutions themselves(Nordstrum, 2013; Sakaue, 2018). It was also stipulated that the government should continue to consider education as one of the fore front priorities. The government shall introduce special education tax in industries, natural resources, minerals and oil which are produced in the country and inject the money thus realised in the national educational fund(Nerman & Owens, 2010). The district councils, town councils, municipal councils and city councils introduced the special tax to finance education.

Also, apart from the government and parents, education is financed by donor countries, which help the financing of education in Tanzania. These include the World Bank (WB), WFP, UNICEF, UNESCO, UNDP, African Development Bank,

NORAD, Sida, CIDA, JICA, USAID, JOVC, DANIDA, Barclays Bank, NMB, CRDB, NBC, Book Aid International, Aga Khan Education Foundation, Plan International, UNAIDS, World Vision, Irish Aid, Care International, Oxfam(Magoti, 2016; Nerman & Owens, 2010; Huggins, 2013).

2.2.3 Education Prior to Independence

Before independence, education was restricted and the colonial government provided education on basis of their need to rule Africa. Education varied widely from tribe to tribe, it was driven by tribal and religions, that is, Christianity and Islam. It emphasized to nurture the cultural norms(Nerman & Owens, 2010). The education was considered as a means of preserving people's cultural values, skills and codes of behaviour for their tribes. When Islam and Christianity began spreading through the region in the 19th century, these competing religions both heavily emphasized education as a means to secure cultural and ideological influence(Kuder, 2005; Magoti, 2016). These religious schools taught literacy and cultural values as a means of gathering converts and projecting influence. They did not seek to end regional illiteracy, rarely educated women and often made race distinctions based on tribal affiliation.

Under German rule, education was provided by the missionary and the emphasis was put on vocational education and practical work. It favoured the development of technical schools and vocational training for the wider population(Sakaue, 2018).The German administration also began to establish its own government schools within the colony.

Under the British rule, the educational policy was centralized and directed to focus on practice that continued to persist after independence until the present. The schools were supervised by the governor who was responsible for organizing and supervising schools and educational bodies and creating and implementing national educational policies(Huggins, 2013). The education was generally funded through taxation and was characterized by a policy of racial segregation thus leading to tremendous inequalities between schools for black Africans and European or Indian schools, particularly in terms of funding. Agricultural education and vocational training within the educational system was emphasized(Roy-Campbell, 2019). Education for Modernization was a continuation of the Education for Adaptation policy with only minor changes and reforms attempted.

2.2.4 Post Independence Era

After independence, the government committed itself to providing free education at all levels as a social service. However, the education policies were merely driven by political needs(Mbelle, 2008). It increasingly became apparent that the government had limited resources to continue financing free education. The introduction of school fees and direct costs in primary schools were subsequently liberalization of the establishment and management of schools to facilitate education provision through cost sharing(Roy-Campbell, 2019). With consideration of it, universal primary education was first introduced. Universal primary education (UPE) was a programme that intended to increase the enrolment of children in primary education(Kuder, 2005). Tanzania declared the campaign of free of charge education in 1970 as a long term objective. It was free and compulsory primary education for all school-age

children(Mbelle, 2008). Among other things, it put emphasis on capacity, accessibility and enrolment of school-age children. With this kind of approach to education, the government supplied free textbooks; exercise books and parents were not charged for their pupils to attend primary school.

Free and universal primary education has preoccupied both citizens and politicians in Tanzania from the 1960s onwards. This, as we have noted, has led to accelerated growth in the expansion of primary education. Politicians promised free and universal primary education once the political goal of independence was attained(Dearden, 2013). This was in line with the recommendations of UNESCO's Addis Ababa Conference of 1961 which set 1980 as the year when African states would achieve UPE(Tollefson & Tsui, 2014). Thus, rapid expansion of government aided primary schools registered unprecedented growth of 16.5 percent from in 1974(Yusuph, 2013). This increased even further by 52.1% in 1977 when enrolment went up to 2,973,487 from 1,288,886 in 1974. Tanzania had achieved UPE and enrolment growth continued until 1982 when it increased to 3,538,183 pupils from 3,512,799 pupils in 1981(Galabawa, 1990). Tanzania had effectively achieved free UPE ahead of the target date agreed at the Addis Ababa Conference.

The policy was a measure to concentrate the primary school funding on the areas, positive discrimination for secondary school access on a regional basis, broadening of assessment criteria and emphasizing non-academic factors. The Education for Self-reliance had not at the time displaced the academic role of education in competing for places higher up the system and indeed, access to secondary schooling remained determined by examination performance(Huggins, 2013). However, the policy

presented a number of difficulties and dilemmas including problems of defining acceptable non-academic selection criteria, the issue of whether to accept English as a medium of instruction, the reform of administrative structures to reflect self-reliance and local initiative, the reconciliation of national and regional education/development priorities under a decentralized system and the development of structures of opportunity which reinforce rather than undermine educational policy(Pesha, 2016).

Primary enrolment increased at a rate of 6% from 1961 to 1976 Especially after the government announced the Musoma Declaration as a plan to achieve UPE by 1977 and therefore increased the number of teachers (Dennis & Stahley, 2012). Nevertheless, enrolment ratios fell in the period from 1979 to 1984 signifying that rapid expansion may have been difficult to sustain and possibly indicates the low degree of relevance of primary education to rural life. There was little expansion at the secondary level owing to the government's prioritizing of equity goals once emphasis was shifted to primary education (Sabates et al., 2012). There was however, substantial expansion in adult basic education and as a result, adult literacy rose from 31% in 1967 to 85% by 1983.

The social infrastructure developed by government for the literacy campaigns was used to publicize the UPE drive. This also enabled teacher recruitment to fill the growing demand in the primary sector(Delesalle, 2019). Expansion was characterized by low costs to both the government and to users. In 1969, all fees were banned and a free textbook policy was introduced. Whilst almost all recurrent costs were met by the government, per student expenditure in Tanzania remained low, at a mean annual figure of \$34 in 1981as compared to \$71.5 across East Africa(Sabates et al., 2012).

The role of local communities in school construction and low teacher salaries were key explanations for the low costs.

2.2.5 Education Financing under PEDP

The introduction of Primary Education Development Plan (PEDP) in the first phase was made in between 2002 and 2006. The government abolished the school fees in the primary education(Dadi, 2013). Therefore, from that day, the parents with children in the public primary schools were not supposed to pay any school fees. The government introduced the capitation grant in which 10\$ per enrolled child was to be instituted nationwide. The government also disbursed the development grants for classroom constructions, latrine constructions, repairing and desks buying(Ahmad et al., 2016).

The government was able to initiate the programme with the aid from donor countries. Since 1990s, Tanzania has many private owned primary schools, in which the parents are supposed to bear all the costs of the education for their children. The government does not put in its hands to support the provision of education in these schools(Mtahabwa, 2010). This has resulted into high school fees in these schools, and as a result, these schools seem to be special for certain class in the community.

Abolition of school fees in primary schools as the policy intervention resulted in various achievements in the primary education(Mtahabwa, 2010). The following are among the achievements of that policy intervention. The rate of enrolment in primary schools has been increasing since the introduction of PEDP. The enrolment rate increased from 5,981,338 pupils in 2002 to 8,441,553 pupils in 2009, which makes an increase of 41%. Apart from that, the number of teaching staff in primary education

has also increased since the introduction of PEDP (Davén, 2008; Tao, 2013). It has increased from 112,860 teachers in 2002 to 157,185 teachers in 2009. That makes an increase of 39.2% which sounds good. The number of primary schools has also been increasing countrywide since the introduction of PEDP (Tidemand & Msami, 2010). The number has grown from 12,286 schools in 2002 to 15,727 schools in 2009, which makes an increase of 28%.

2.2.6 Fee Free Education Policy

The fee free education policy statement states that “All children should have equitable access to a good quality primary education”. No child should be denied the opportunity to participate in education because of poverty, gender, disability or because of lack of school uniform, fees or other parental contributions, or because of lack of school facilities, material or teachers (Kapinga, 2017). The free education has been defined by different scholars. Generally, it is education funded through government spending or charitable organizations rather than tuition funding. Srivastava & Noronha, (2016) define free education as education without cost or cost incurred by government.

The policy description focuses on four main areas: (1) increasing enrolment; (2) improving quality; (3) building capacity; and (4) improving efficiency of institutional management. The first component is given the highest priority of the four and is also the most important one for this thesis, since it touches on costs and accessibility.

The Circular No. 5 was a short circular, which formalized the commitment in implementing Education and Training Policy 2014 and directed public bodies to

ensure that primary and secondary education was free. This included the removal of all forms of fees and contributions (Mashala, 2019). The Circular reads: “Provision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of the new circular” (Vavrus & Moshi, 2009).

This point, in turn, is divided into four sub-components. First, enrolment of all groups of children should increase. The target was that all children between 7 and 12 years should be enrolled in primary school by 2005. The most important strategy to achieve this was to abolish school fees in January 2002. Furthermore, a national education fund would be established to pay for the education of children from disadvantaged groups and to launch an Information, Education and Communication (IEC) campaign to inform people about PEDP and the importance of education. Second, existing human and material resources should be managed more efficiently, through introducing double-shift for teachers and classrooms. For example, the pupils can be divided into a morning stream and an afternoon stream. This would, however, only be a temporary measure until capacity is raised. Third, more teachers must be recruited and new classrooms built.

Publicity campaigns emphasizing good career prospects would be launched in order to make it a more attractive profession. The recruitment would also aim to ensure a gender balanced distribution of trained teachers. The government initiated a classroom construction programme to cope with the expected increases of enrolment. Finally, complementary education programme, such as non-formal education centre, for out-of-school children and youth, including AIDS-orphans would be expanded.

2.2.7 Education Financing under SEDP

Having attained maximum outputs, under secondary education development programme (PEDP, the government decided to put more concerted effort to the secondary education tier which, apart from being vital for sustainable economic take off of the country, it has personal and great social benefits crucial for the modernization and development of society as a whole.

The secondary education development programme entirely focused on three key issues; reduce cost per students among household incurred for education cost so as to increase the number of students who completed secondary schools (Galabawa, 1990). It focused on improving learning outcomes of students, especially, it geared on increasing the number of girls in secondary schools especially those who were coming from vulnerable groups. Lastly, it was intended to strengthen the administration to make it manage secondary education through transferring the power to lower levels and the strengthening of human resource management.

To achieve its objectives, policy reform was necessary and strategy to implement the policy was prepared. The resource mobilization and utilization was organized and the government was considered as a major source (Mashala, 2019). Although development partners also contributed to finance the programme, the government remained the main source of finance.

2.3 Empirical Literature Review

The research done by Hakielimu (2017) assessed the impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania. The study aimed to

capture the perceptions of various stakeholders regarding the policy. The findings show that the stakeholders were positive about the free policy in the country. However, the discussion with parents and teachers highlighted that the facts about the policy were not circulated to majority of the stakeholders within the country thus leading to misconceptions about the policy. Yet, the study did not indicate the contribution to the poor rural parents. The study also did not relate free education with rural household livelihood.

The study by Muyanga *et al* (2010) focused on free primary education in Kenya. The purpose of the study was to evaluate the impact of free education on academic performance and parents' income. The study employed primary data collected through questionnaire and sample size of 180 households. The sample was drawn using simple random probability sampling technique. The data were analyzed using descriptive analysis. The major findings suggest that there was increase in primary school enrolment for children belonging to the poorest. Similarly, it reported 22.3% national increase in enrolment. Nevertheless, the study did not find that free education had contribution to rural households rather it shows an increase of student attendance.

Also, the findings reported lack of adequate teaching and learning facilities, inadequate instructional and pedagogical preparation by teachers to teach diverse learners, and added responsibilities to head teachers and school administrators on how manage funds but without relevant financial management. The results reported the impact of implementing fee free education in Tanzania. Firstly, the study revealed that there was enormous increase in enrolment for basic education during SEPD and PEDP. However, this increase differed by schools: for example, in Muleba, classes I

enrolment rose by 68% from 81 to 136 in 2015 and 2016 respectively. Secondly, there were signs of declining quality of education augmented by the lack of classrooms, increased teaching loads among primary school teachers, shortage of schools, and shortage of teaching resources (HakiElimu, 2017a). Thirdly, the quality of education was affected by declining teachers' performance and motivation, great teacher-pupil ratio and overcrowded classrooms (HakiElimu, 2017b).

Moreover, the study recommended the government to educate stakeholders on the education policy because school heads showed limited understanding of fee free education and basic education. However, the study suggested adopting the phased-in approach to cost sharing whereby the government and indirect parents' contributions would 50% (HakiElimu, 2017). The HakiElimu's (2017, March) results explained clearly the picture regarding the status of fee free education implementation in primary schools.

Nevertheless, the literature indicates that spending in education is deprived in marginalized communities and warfare countries such as Bosnia and Herzegovina (UNESCO, 2015). It was revealed that issues that constrained primary education related to life situation after the war, which led to poor funding of schools, distortion of public resources, unemployment, reduction of parental education, and a zone of poverty. It was argued that even when there were free textbooks, transportation to school, and school related health care; a large number of children did not complete primary education. Thus, fee free education may not guarantee children to enrol and complete primary education when the country's social, political and economic welfare is not stable and sustainable.

The study conducted by Tooley et al (2008) examined the Impact of Free Primary Education in Kenya. The study aimed to investigate the impact of free education to household income. In this study, a sample of 200 households was selected through simple random probability sampling technique. Questionnaire was used for face-to-face interviews and focus group discussion was carried out. The descriptive statistics were used to analyze the data.

The findings suggest free education had little beneficial outcome to households. Although enrolment had increased in government primary schools, decrease in enrolment in private schools was reported. Moreover, the findings reported that the respondents were dissatisfied with the government schools in terms of their performances but they were satisfied with private schools. Furthermore, the findings point to an alternative way to ensure that education for all is embraced and rather ignored the role played by private schools.

Galabawa (2001) confirmed that external economic factors had a substantial negative effect on UPE progress. Further, he identifies a number of internal weaknesses, which worked to erode and reverse UPE's successes. Rapid expansion in the 1970s led to a 'crisis of distorted priorities' as education grew beyond the ability of the government to meet costs or maintain efficiency and effectiveness. Low relevance of curricula, classroom overcrowding, poor student nutrition, arguably inferior teacher training and a rising student-teacher ratio were evidence of declining educational quality and it may be that the pace of expansion resulted in the neglect of necessary structural preparations. Moreover, the links between quality and participation in education may partly explain the falling enrolments. In poorer areas, these issues were exacerbated

where community capacity to meet costs was low and in the absence of a strategy to invest in and manage spending by districts, despite correlations between educational and regional poverty indicators (Galabawa, 2001).

The study by Lindsjo (2018) assessed the financial burden of a fee free secondary education on rural livelihoods – a case study of Rural Iringa District – Tanzania. The probability sampling was employed to select a sample of 209 households. Questionnaire was used and focus group discussion was conducted to collect household perception on free education. Three villages were involved in this study.

The major findings of the study show that the schools themselves were unable to manage the school capitation grant disbursed by the government. Furthermore, to cope with increasing enrolment rates, households were required to contribute school supplies, administrative costs and foods. Likewise, it was found that free primary education was expensive in the rural areas and households spent large amounts of their income paying for school children' needs. In this regard, families were negatively affected in terms of their income as they spent a large proportion of their income to school contribution.

The education policy has increased the quantity of girls taking education in most of the developing countries. The study by the World Bank (2016) shows that share of older test takers increased in poorer districts while expanding access for students who began school late, repeated grades, or whose studies had been interrupted. There was a positive point estimate of the programme on test scores, with suggestive evidence of gains for several student subgroups. The programme improved education outcomes

for boys with qualitatively similar increases in access and achievement. Enrolments pillages for boys were concentrated among older girls who benefitted from the programme. It was concluded that access to education could be achieved without affecting gender equality.

However, it has been argued that free education in Africa has brought debate. On this particular regard Oketch (2010) who conducted the study on Free Primary Education and after in Kenya. found that free education had no contribution to improve household income but had significant contribution on enrolment. Finance in education is an essential attribute if the government intends to promote education in terms of quality and quantity. Different countries have different approaches to finance public education.

Komba (2012) analyzed the strategies for enhancing equity in financing primary education in Tanzania. The study observed that the previous financing mechanisms predominantly used uniform flat grants distributional formulae, which were rigid and failed to address variations in: the local ability to finance education from their own sources through the community the cost of purchasing materials, the available sources of support; the schools, performance in examinations; and the repetition, promotion and dropout rates.

Indeed, the formulae disregarded the indicators of educational needs in the provision of support, suggesting that most of the equity issues were violated. This tendency contributed to inequity in educational opportunity across the districts, schools and pupils. Given these successes in improving access and (to a lesser extent) learning in

primary education, the logical next step would be to improve access and outcomes in secondary education. Improvement of learning facilities and materials has impact on quality of education provided. Kazianga et al. (2013) found that a comprehensive programme in Burkina Faso that included school construction and student attendance incentives increased enrolment and test scores of primary school students. The study further revealed that pupils attended schools and inequality dramatically dropped to 5%. Cost sharing became a driving motive for the improvement of education and pupils played a role to ensure that their parents were enhanced to pay their contribution to schools.

It has been argued that education in developing countries is mostly treated as a responsibility of government that is required to create a conducive environment for it. Governments usually set education budget to facilitate education provision to public and high or low budget has great implication to finance the education. Alphin (2017) examined the future of accessibility in International Higher Education. It was revealed that the higher education sector is currently being underfunded. This has negative implications on the issues of education quality, accessibility, equity, and equality in higher education.

In view of this, it is important at this juncture, to define the way forward so that the higher education sector makes the expected contribution for the national development. Since education is a need and right to all citizens, its provision in terms of access, equity and equality should be well coordinated by the government, as low to higher levels. The government should therefore, allocate its financial resources rationally at all levels of education.

With changing of education priorities in the world, most of the developing countries have found themselves in trouble. Chimombo (2015) found out the constraints of implementing free secondary education in secondary schools in Kenya. The main findings of the study were that the management capacity of the principals; time of funds disbursement to schools and parental support affected the implementation of FSE.

In addition, while members of Board of Management had a positive influence, the socioeconomic variables impacted negatively on the implementation process. It was concluded that the FPE policy was not fully realizing its noble objectives of facilitating access to, and quality education. It was recommended that the Government of Kenya through its Ministry of Education increase the capitation and expedite the process of cash disbursement to the schools. In addition, the principals should not only be subjected to compulsory training in resource management but also the Directorate of Quality Assurance and Standards should increase the frequency of school supervision.

Within the context of Tanzania, Fee free education is free of charge and government was strongly intervening under political leaders' influence. The Musoma Resolution of 1974, for instance, came out with a condition that pupils would be enrolled in education only if they had registered and compulsory primary education would be for school-age children only. The implication is that the state was attempting to tie education to the development path and ideology of the state. However, the economic problems that Tanzania experienced from the late 1970s to the 1980s adversely

affected the financing of education. Books and other teaching materials and equipment became rare commodities (Chatama, 2014).

Karin Lindsjö (2018) did a study on the financial burden of a fee free secondary education on rural livelihoods – a case study from rural Iringa Region, Tanzania. Although the study did not show the contribution of the free education toward improving the rural livelihood, it explored the financial dilemma from a household level perspective of paying for primary education in Tanzania. It revealed that some of the areas within Tanzania despite the fact that there was removal of fee and other mandatory contributions, some schools were still charging various contributions. The study showed that, education is the main expenditure for the majority of rural families.

Synthesis of the Reviewed Literature and Identification of the Research Gap

Several studies that were conducted on fee free policy were too general as far as free education in Africa is concerned. Very little was revealed in these studies about the contribution of fee free policy toward the improved school infrastructures within secondary schools. These studies highlighted too generally how free education policy leads to the massive enrolment. In that case, there has been limited information about the fee free policy influencing the secondary education provision particularly in enrolment and infrastructure improvement. Therefore, the study came to fill in these information gap.

2.4 Conceptual Framework

It is conceptualized in this study that, the study employs dependent variables such as improvement of infrastructures, access to quality education and student enrolment.

The fee free policy draws interest of parents in Tanzania while fee free policy aimed at minimizing costs related to tuition fees and other fees paid by parents for their students. Improved infrastructure, access to quality education provision and enrolment have clear relationship with this policy(Heyneman & Stern, 2014). The attributes of Fee free policy are that no tuition fee and other related cost paid to schools. The government provides capitation grant to facilitate operating costs and construction of the school infrastructures. This approach of cutting cost to parents for educating their children intends to improve quality of education, access and enrolment among children. Fee free education is clearly an alternative way to ensure education for all embraces and rather ignores the role played by private schools. The government provides grants such as capitation, P4R and other funds.

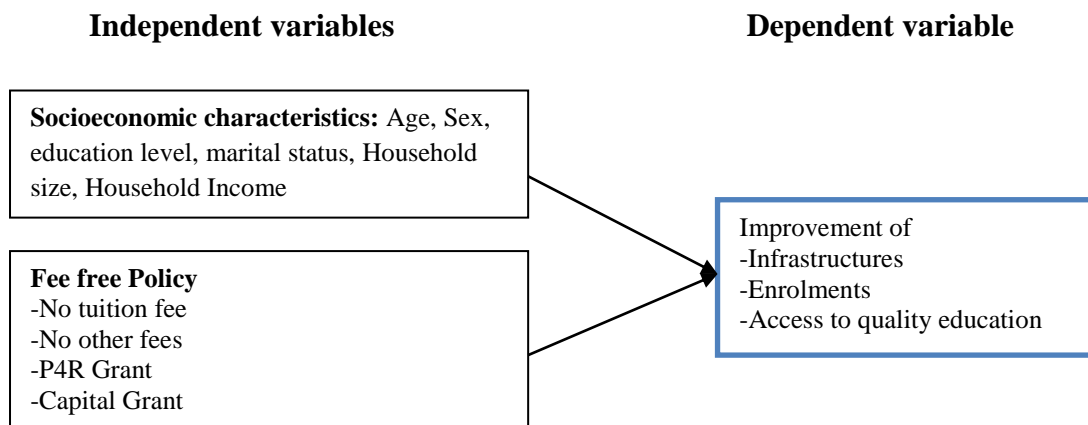


Figure 2.1: A Conceptual Framework of Fee Free Policy

Source: (UNESCO, 2008)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed in this study. It comprises of the description of the study area, research design, population of the study, sampling technique and sample size, data collection methods and data analysis.

3.2 Research Approach

The study used mixed approach. It involved collecting, analysing and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon. It collected the data that assessed the individual's knowledge and practice about education programme or strategy by using a survey instrument that mixes qualitative with open-ended and quantitative with closed-ended questions. The forms of data were integrated and analyzed to explore the impact.

3.3 Research Design

The study used sequential exploratory design through detailed in-depth data collection involving multiple sources of data. The approach for data collection relied on different sources of data. The research design was used for gathering information. According to Baxter & Jack (2008) the approach is helpful when its purpose is to evaluate the programme or strategies but only if the method is applied correctly. The in-depth capturing of the information related to fee free policy on provision of secondary education. The approach saved time and financial resources to the researcher.

3.4 Description of the Study Area

The study was conducted in Gairo District. Gairo District Council is one of the nine districts in Morogoro Region. It was established by the Act cap 287 R.E 2002 with effect from the 8th of March, 2013. The district has an area of 1,851.34 square kilometres. This occupies 2.6% of the total area of the region. The Council lies between latitude 6.2667°S and 36.9167°E.

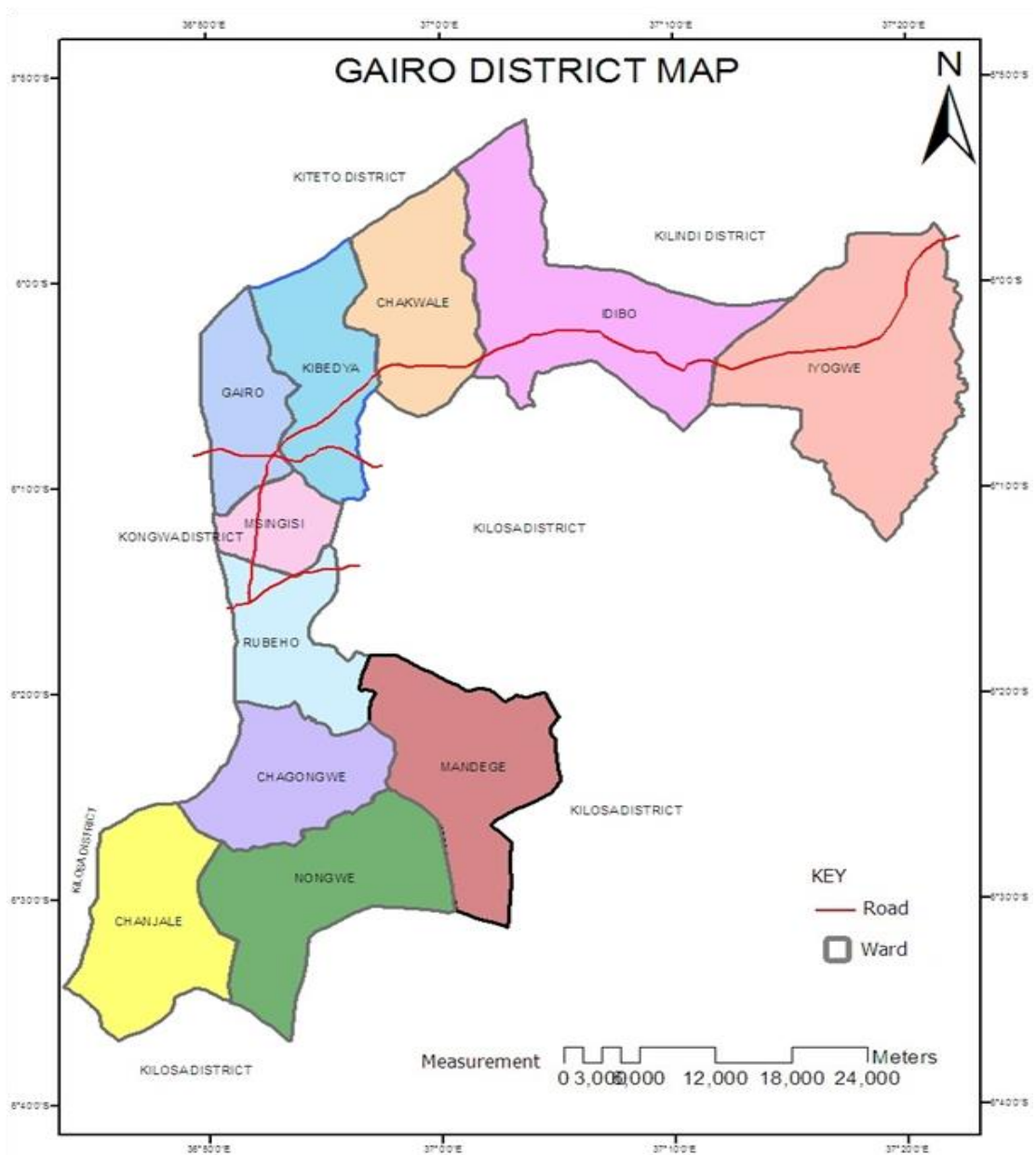


Figure 3.1: A Map of Gairo District

The district is bordered by Kilosa district to the east, Kilindi district to the North, Kongwa district to the West and Mpwapwa district to the south. The headquarters of the Council are situated just 3 Kilometres from the Dares Salaam – Dodoma road. The district has two divisions, eighteen wards and fifty villages. The district has shortage of school facilities. It is considered as the district with lowest academic performance in Morogoro region.

3.5 Population under Study

According to 2012 Population and Housing Census report, the District had a total population of 193,011 people, where 93,206 were males and 99,805 were females. This is an increase of 20.3% compared to Population and Housing Census report of 2002. The population growth rate was 2.6% per annum. Based on 2012 Census, the District was estimated to have 65,519 households with average of 4 people per household. Furthermore, the District population accounted for about 5.06% of the total population of Morogoro Region therefore making the district rank seventh in population size relative to other districts in the region (Gairo District Socio-Economic profile, 2017 and Population and Housing Census report, 2014).

3.6 Sampling Technique and Sample Size

3.6.1 Sampling Technique

The study used the combination of non-probability sampling and probability sampling to obtain a representative sample of the study. The non-probability sampling enabled the researcher to choose district, wards and villages that provided appropriate information for fee free education policy and secondary education provision. The respondents were chosen using simple random probability sampling where everyone

in a study population was given an equal chance to be chosen as part of the representative sample of the study population in the area.

3.6.2 Sample Size

The representative sample was drawn from the study population in study area. Sample units were personally contacted and interviewed. The village leaders, teachers, students and parents were treated as respondents. Parents as household heads were chosen from villages through purposive non-probability sampling. They were treated as respondents thus they were involved in the sample. A simple random sampling technique was employed to select the required number of teachers who as much as possible formed a comprehensive sample size of 80 respondents. A sample unit was personally contacted and interviewed. The headmaster, village leaders, ward leader, politicians and district leaders were treated as key informants while household heads were treated as respondents in this study. Dhokhikah et al. (2015) proposed a Slovin's formula for determining the sample size. This formula was used in sampling estimation based on the selected population.

$$n = \frac{N}{N \times d^2 + 1}$$

Where; n = Sample Size

N = Total number of population

d = error margin

3.7 Data collection Methods

Data collection method is the method used by the researcher in collecting data and which research instruments or tools that have been employed. In this study questionnaire is a research instrument that was used to collect data. The

questionnaires included both closed and open-ended questions. The closed and ended questionnaire purposely aimed at securing the standard and uniformity of answers. The open - ended questionnaire intended to explore the respondents' ideas and feelings about the research problem (Cochran, 2002).

3.8 Data Analysis and Procedure

Data from questionnaire were coded and fed into Statistical Package for Social Sciences (SPSS) software for analysis. Descriptive statistical analysis was used to summarize information and explore the data for the distribution of responses. Descriptive statistics were used to analyse the specific objective one, two and three. Then Microsoft excel spread sheet was used to provide the graphical illustrations and drawing of various charts. The t-test was opted for analysis to complement the descriptive analysis based on frequency and percentage. To ensure convenience, the presentation of the analysis used Tables, histograms and pie-chart for visualizing and attracting the attention the readers.

3.9 Reliability and Validity of Data

Heale & Twycross(2015) define validity as the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. In justifying the validity of this study, numbers of steps were taken. First, the use of random sample and convenience sample provided the study with rich information that enabled the generalization of the findings to wider populations. Second, the data collection methods through the use of questionnaire and interview ensured excellent results.

Reliability on the other hand, is the degree of consistency that the instrument or procedure demonstrates (Taherdoost & Group, 2017). In this study, reliability will be achieved by measuring consistent results from the respondents. The reliability of the data was assured through information collected from relevant respondents with specific attention to key issues related to fee free education policy, challenges of implementing the fee free programme, proper wording of instructions and logical arrangement of questions that were asked.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS AND ANALYSIS

4.1 Introduction

This chapter presents the results of the research findings with regard to the data gathered from the respondents at Gairo District in Morogoro Region. The presentation of the findings has been done in line with the specific objectives or research questions that directed the study. The discussion of the findings is related to the context under which fee free education policy was provided, flow of the resources during the implementation of fee free education policy and the constraints during its implementation. This study used descriptive statistics for analysis and the findings generated from the field were presented in Tables, Histograms and Graphs. The analysis involved the data collected from households (N=80), Government Officers (N=40) and Political leaders (N=30). For that reason, the first subsection 4.2 provides the background information of the respondents and demonstrates the findings.

4.2 Demographic Characteristics of the Respondents

Respondents were interviewed and revealed important social and economic characteristics in relation to their opinion toward the implementation of fee free education policy. . The focused on variables were sex, marital status, education level and income of the household.

4.2.1 Age of the Respondents

Age is an important factor for any socio-economic activity. The role of age in this study was to show whether an old person or youth perceived differently on the implementation of fee free education policy.

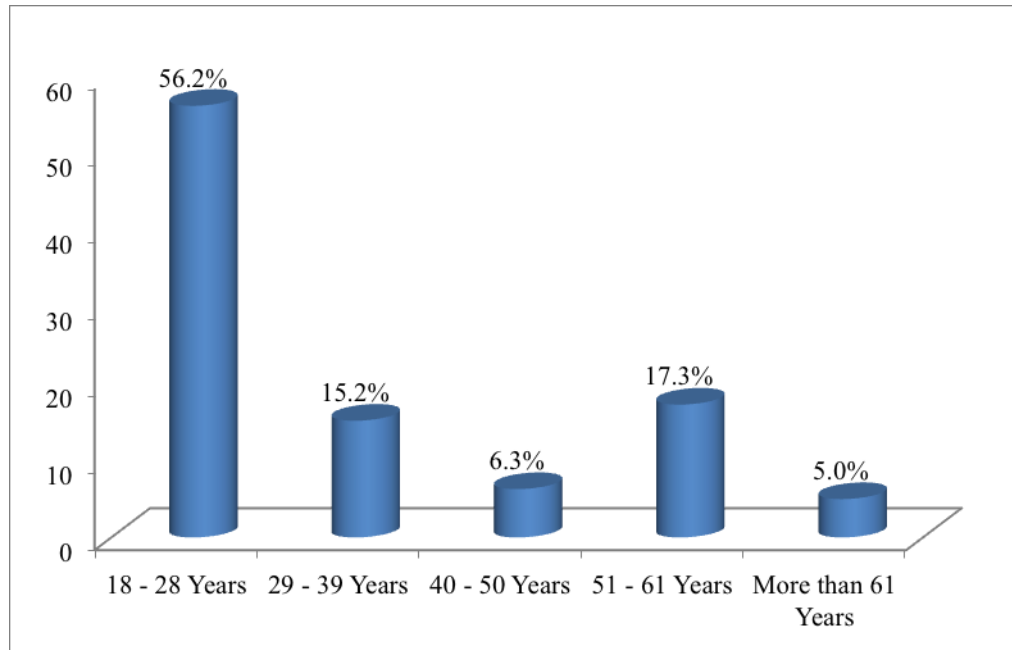


Figure 4.1: Age of the Respondents

Figure 4.1 presents one of the important demographic characteristics of the households considered in this study. Regarding these, the findings revealed that 56.2 percent of the households fell between 18 – 28 years thus justifying that the youth dominated the survey. This was followed by 17.3 percent of households aged 51 – 61 years and 5 percent of households fell into the 61 years bracket and above of age. These findings confirm that most of the young aged people were closely related to fee free education policy on provision of secondary education.

4.2.2 Gender of the Respondents

Gender refers to the distribution of roles or responsibilities for man and woman in the households. A woman has special roles or responsibilities in the household including issues related to fee free policy on provision of secondary education. In contrast, men are thought to be mostly engaged in providing support to secondary school students.

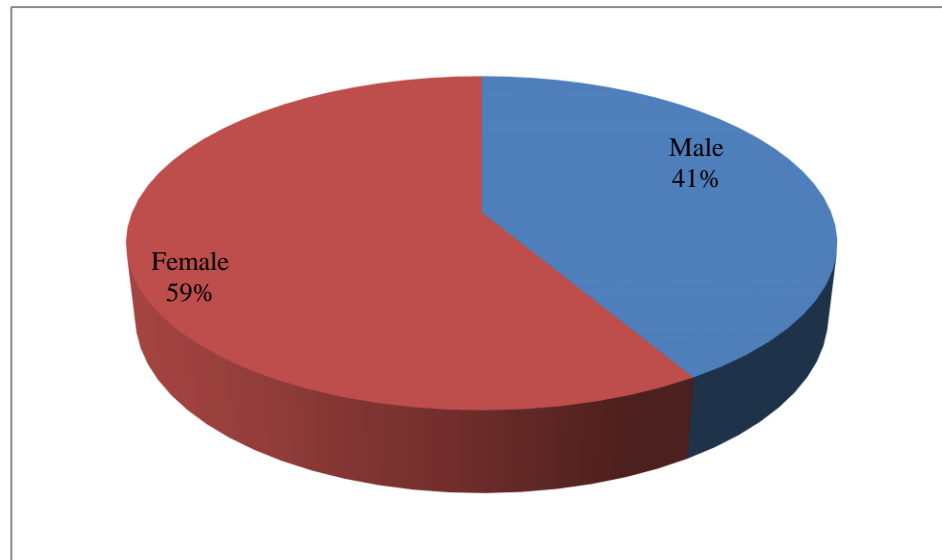


Figure 4.2: Gender of the Respondents

However, men and women can interchange their responsibilities or perform together or even share their responsibilities or roles. Figure 4.2 presents the gender distribution of the respondents both men and women. Regarding these findings, female respondents in the study area were found to be 59 percent of the population thus giving evidence that females were in front in implementing different issues in the education sector. On other hand, male respondents were found to be 41 percent of all the respondents in the study area. In this regard, men have been seen on frontline in connection to fee free education policy on provision of the secondary education. This suggests that men play greater role on supporting implementation of fee free education policy on improving the provision of secondary education.

4.2.3 Education Level of the Respondents

Education is one of the significant factors that can influence individual attitude and behaviour toward implementation of the fee free education policy for education

sector. Therefore, it was very crucial to understand the educational level of the respondents with regard to the provision free secondary school education.

Table 4.1: Education Level of the Respondents

Education Category	Frequency	Percentage
Non-formal	15	18.5
Primary education	33	41.5
Secondary education	20	25.4
Diploma Education	10	11.5
Bachelor Degree Education	2	3.1
Total	80	100.0

The responses of the respondents are closely related to their education level. It should be acknowledged that people with high education are more likely to have greater understanding of fee free education policy and provision of secondary education than those with low or none educated people. Table 4.1 summarizes and presents one of the important demographic characteristics of the respondents considered in this study. The findings suggest that 18.5 percent of the respondents had non-formal education, 41.5 percent of the respondents had primary education, 25.4 percent had secondary education, 11.5 percent had diploma education, while 3.1 percent had degree education. With these results, the study confirmed that majority of the respondents that is, 41.5 percent had primary education.

4.2.4 Marital Status of the Respondents

Marital status is an important factor when it comes to community participation in social services. The fee free education policy and provision of secondary education can be looked at households with regard to marital status. This means that single,

married, divorced and widowed should be related with provision of secondary education.

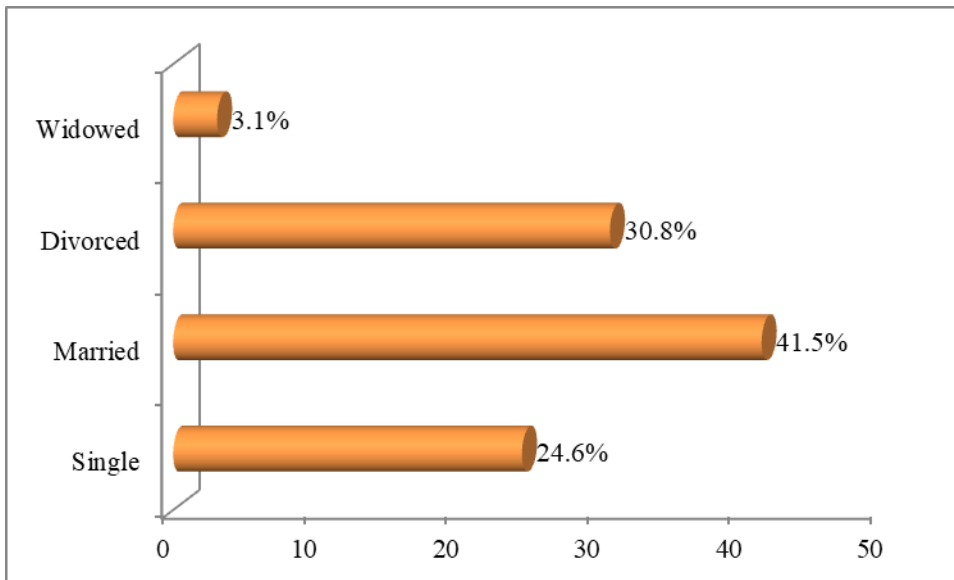


Figure 4.3: Marital Status of the Respondents

The provision of secondary education should meet the need of such categories in the households. When fee free policy is considered to improve the provision of secondary education to students, it should also not be biased to only single, married, divorced or widowed household. Figure 4.3 presents one of the important demographic characteristics of the respondents. The findings revealed that 3.1 percent of the respondents were widowed, 30.8 percent were divorced, 41.5 percent were married while 24.6 percent were single. In this study, evidence shows that women who were married dominated by 41.5 percent compared to other category of marital status.

4.2.5 Occupational Status of the Respondents

Occupation simply refers to personal or hired economic activities that enable an individual to earn income or daily wages. It is one of the important attributes to socio-demographic features. It also provides an indication as to whether implementation of

fee frees education policy has reduced the expenditure on education. If a person does some economic activities and earns income whether on monthly or daily basis, it may be possible for he or she to save income that was spent on educational expense toward their students.

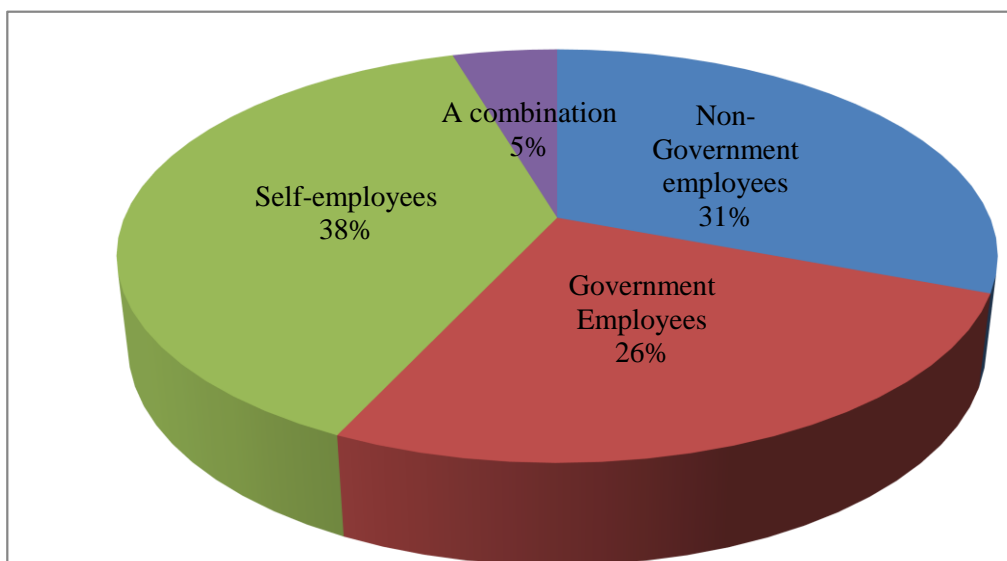


Figure 4.4: Occupation of the Respondents

Occupation of the person may affect the expenditure on education provision to a great extent if he/she earns limited income or wages. Figure 4.4 presents the important demographic characteristics of the respondents or parents. The finding suggests that government employees mostly dominated the survey. It signifies that, they were beneficiaries of the public services. The findings of the study suggests that 38 percent of the respondents were self-employed, 26 percent were government employees, 38 percent were self-employed, 31 percent of the respondents were non-government - employed and 5 percent of the respondents were engaged in multiple of jobs or employments. These findings show that majority about 38 percent of the respondents were self-employees, followed by 31 percent of the Non-government employees.

4.3 Context Under which Fee Free Policy Provided

This part evaluates the contexts that fee free policy was being formulated. This focuses on understanding fee free education policy and its impact on secondary education. However, the analysis of descriptive statistics basically used the frequency and percentage.

4.3.1 Sources of Funding for Fee Free Programme

- (i) Capitation Grant
- (ii) Payment by Result (P4R)
- (iii) LANES (16M)
- (iv) CAMFED (24M)
- (v) TUSOME PAMOJA

Table 4.2: Share of Funds by Sources for Fee Free Programme

S/N	Source	Percentage
1	Payment by Results (P4R)	36
2	Capitation Grant	34
3	LANES	8
4	CAMFED	12
5	TUSOME PAMOJA	10

Source: Field Survey, (2020)

The fee free programme is funded by government grant and donor grants that varies considerably depending to their budget and availability of funds. The donors and government committed to provide funds to facilitate the construction of school facilities, learning materials and training for teachers. The P4R born from donors provided large share of fund, followed by capitation grant from government. Other

source provided small share or contribution to implementation of fee free program. The funds cover administration and construction cost of secondary school.

4.3.2 Understanding of Fee Free Education Policy

In capturing the view or knowledge of the community on the fee free education policy, the question was set, responses captured and analyzed.

Table 4.3: Understanding of Fee Free Education Policy by the Respondents

No. of Respondents (Community)	Those who Said YES	Those who Said NO	Total
80	50 (62.5%)	30 (37.5%)	80 (100.0%)

With regard to the responses of the respondents to the question; one would think that the community understood the fee free education policy that improves the provision of secondary education. The responses from respondents as tabulated in Table 4.3 that 62.5 percent of them understood the fee free education policy that it aimed at improving the provision of secondary education while 37.5 percent did not understand the implementation of fee free education policy on the provision of secondary education.

4.3.3 Fee Free Education Policy and Enrolment

Fee free education policy intentionally aimed at improving education provision while reducing the cost burden to students. This led to decreasing of education cost. This encouraged parents to send their children to attend secondary education once they passed their Primary School Leaving Examination (PSLE) With regard to fee free policy, analysis was done focusing on responses of the respondents about the effect of fee free policy on students' enrolment as illustrated in Table 4.4.

Table 4.4: Fee Free Policy and Students' Enrolment

VARIABLE	Those who Strongly disagreed	Those who disagreed	Those who undecided	Those who agreed	Those who Strongly agreed	Total
Increased Students' Enrolment	12.3%	3.1%	12.3%	36.9%	35.4%	100%

Student enrolment simply refers to the number of students registered at secondary school to start form one after passing their Primary School Leaving Examination (PSLE). It was noted that there was a possibility of parents to encourage their children or students to register for their secondary education if education expenses were less or affordable to parents. Table 4.4 shows that 12.3 percent of the respondents strongly disagreed that fee free education policy had increased students' enrolment in secondary schools, 3.1 percent disagreed that fee free education policy had increased students' enrolment in secondary schools, 12.3 percent had neutral responses that fee free education policy had increased students' enrolment in secondary schools, 36.9 percent agreed that fee free education policy had increased students' enrolment in secondary schools, while 35.4 percent strongly agreed that fee free education policy had increased students' enrolment in secondary schools. These findings confirm that the respondents strongly agreed about fee free education policy had increased students' enrolment in secondary schools.

4.3.4 Fee free Policy is Education without fee and Associated Costs

The question related to the fee free policy whether education without paying school fee and other associated cost from standard one to form four education levels was asked to capture responses from the respondents. Table 4.5 gives responses from the respondents.

Table 4.5: Fee free Policy is Education without fee and Associated Costs

No. of Respondents (Community)	Those who Said YES	Those who Said NO	Total
80	32 (40%)	48 (60%)	80 (100.0%)

As Table 4.5 reveals, about 40 percent of the respondents revealed that Fee Free Education Policy was education with fee and associated costs while 60 percent said that fee free policy was education without fee and any associated costs. Based on these findings, it can be argued that most of the respondents understood that fee free policy was education without fee and any associated costs.

Table 4.6: Fee Free Policy on Access, Dropout & Quality Education

Employee's Performance	T-test	P-Value
One would think that fee free education enables students to access the secondary education	-7.2364	0.0000
One would think that fee free education has reduced dropout for secondary students	-10.4498	0.0000
One would think that fee free education encourages parents to monitor their children's academic performance	5.6207	0.0000
One would think that fee free education enables parents to ensure that their children obtain quality education	0.8661	0.3907

Source: Field Data, 2020

In Table 4.6 statement (i), asked respondents whether fee free education enabled students to access the secondary education or not. The result of statistical analysis of t-test was -7.2364 with p-value of 0.0000. Since p-value (0.0000) was less than 0.05 or 5% level of significance; hence, we have sufficient evidence to support that fee free education has enabled students to access secondary education. Higher cost of

education discourages the parents from supporting their students but cutting the cost of education through fee free policy improves the access of students to secondary education.

In Table 4.6, statement (ii), asked the respondents whether fee free education policy reduced dropout for secondary students or not. The result of analysis of t-test was -10.4498 with p-value of 0.0000; since p-value (0.0000) was less than 0.05 Or 5% level of significance. For the given result, it suggests that fee free education has reduced dropout cases among secondary school students. This possibly may be due to cost-cutting which made parents spend less on secondary education hence encouraging their children to go for secondary education. Additionally, fee free education is likely to reduce expenditure and hence motivate students to attend secondary education.

In Table 6statement (iii), asked the respondents whether fee free education encouraged parents to monitor their children on academic performance or not. The t-test result was 5.6207 with p-value of 0.0000. Since p-value (0.0000) was less than 0.05 or 5% level of significance; hence, we have enough evidence to support that fee free education has encouraged parents to monitor their children on academic performance. This possibly may be due to parents creates comfortable places for students to perform their duties and likely to reduce stress for home related duties.

In Table 6statement (iv), asked respondents whether fee free education has made parents to ensure that their students obtain quality education or not. The analysis of t-test was 0.8661 with p-value of 0.3907. Since p-value (0.3907) was greater than 0.05 Or 5% level of significance; hence, we have limited evidence to support that fee free education has made parents ensure that their children obtain quality education. This

finding suggests that, there is no association between fee free education and provision of secondary school education. The possible explanation is that parents cannot guarantee the quality of education provision. The issue of the quality has given little support to knowledge and skills of secondary school students.

4.4 Resources during the Implementation of Fee Free Education Policy

This specific objective intended to assess the resources and importance of fee free education policy on provision of secondary school education. Usually policy is aimed to provide education so as to improve the quality of education services. The contribution of fee free policy may be perceived as geared to improvement of secondary school infrastructures.

Table 4.7: Flow of Resources for Implementation of Fee Free Policy

Year	Estimated Budget	Actual Expenditure	Percentage
2016/2017	127,974,874.08	127,974,874.08	100%
2017/2018	141,752,439.60	141,329,144.30	99.7%
2018/2019	326,787,434.62	227,012,293.00	69.5%
2019/2020	449,024,587.00	295,446,154.00	65.8%

Source: Field Survey, (2020)

Figure 4.7 shows the trend of flow of funds for fee free programme from 2016 up to 2020 with respect to their budgeted and the amount received. The finding indicates that the funds have been increasing from 2016/2017 to 2019/2020. The funds were disbursed to facilitate construction, examination, administration, sports and games and teaching and learning materials for secondary schools in Gairo.

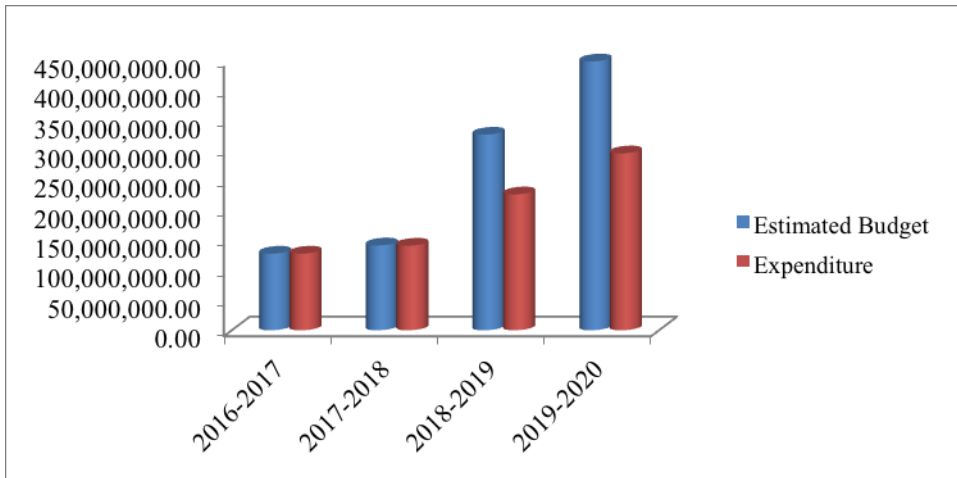


Figure 4.5: Estimated Budget and Actual Expenditure

Figure 4.5 indicates the estimated budget against the actual expenditure on fee free programme that is typically financed by the government through Pay by Results (EP4R). The inflow of financial resource shows that release of funds against the budget has been declining consecutively.. This could be caused by over budgeting or that the government is having shortage of funds to meet its expenditure with regard to allocation of budgeted amount.

4.4.1 Fee Free Education has Increased Classes

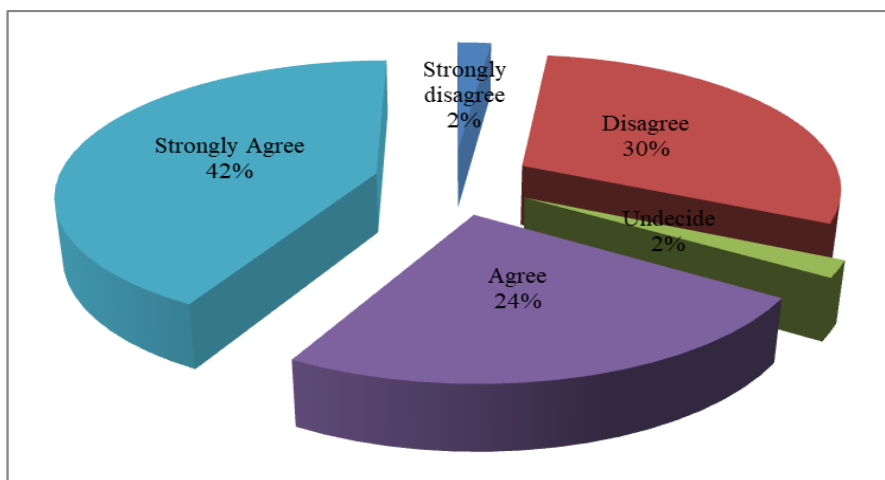


Figure 4.6: Free Education has Increased Classes

Figure 4.6 shows that 42 percent of the respondents strongly agreed that fee free education had increased secondary school classes, 24 percent strongly agreed that fee free education had increased secondary school classes, 2 percent were undecided as to whether fee free education policy had increased or not, 2 percent disagreed that fee free education had increased secondary school classes while 30 percent strongly disagreed that fee free education had increased secondary school classes. Generally as the findings show, most of the respondents strongly agreed that fee free education policy had increased the number of classes in secondary schools.

4.4.2 Fee Free Education has Increased Toilets

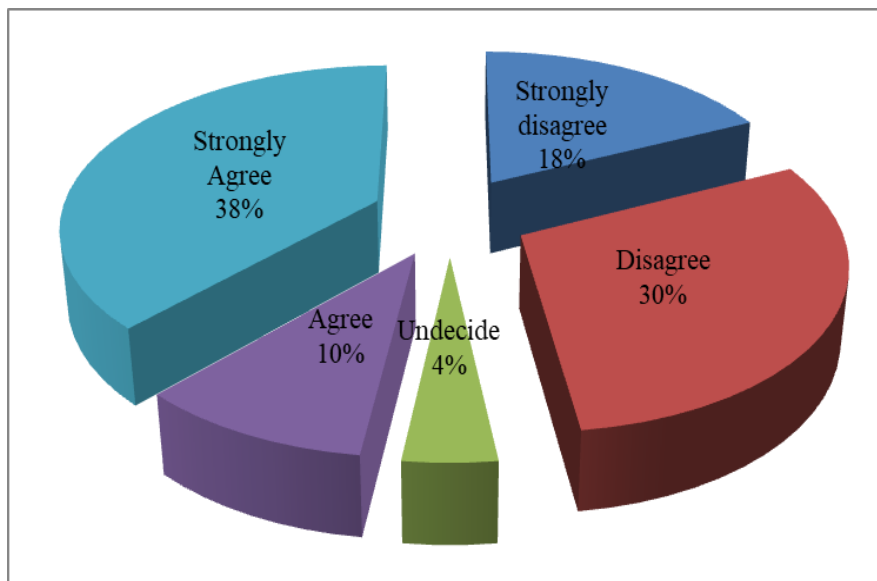


Figure 4.7: Fee Free Education has Increased Toilets

Figure 4.7 reveals that 38 percent of the respondents strongly agreed that fee free policy had increased toilets in secondary schools, 10 percent agreed that fee free policy had increased toilets in secondary schools, 4 percent were undecided on fee free policy whether it had increased toilets in secondary schools or not, 30 percent disagreed that fee free policy had increased toilets in secondary schools while 18

percent strongly disagreed that fee free policy had increased toilets in secondary schools. Generally, most of the respondents strongly agreed that fee free policy had increased toilets in public secondary schools.

4.4.3 Fee Free Education has Increased Office Building

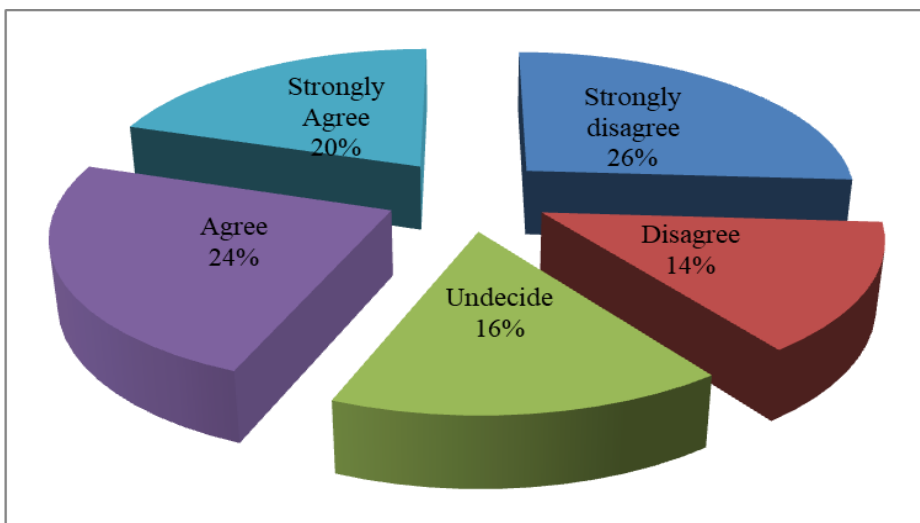


Figure 4.8: Fee Free Education has increased Office Buildings

Figure 4.8 reveals that 20 percent of the respondents strongly agreed that fee free policy had increased office buildings in secondary schools, 24 percent agreed that fee free policy had increased office buildings at secondary schools, 16 percent were not sure whether fee free policy had increased office buildings in secondary schools or not 14 percent disagreed that fee free policy had increased office buildings in secondary schools while 26 percent strongly disagreed that fee free policy had increased office buildings in secondary schools. With this particular result, most of the respondents strongly disagreed that fee free policy had increased office buildings in secondary schools.

4.4.4 Fee Free Education has increased Teacher's Houses

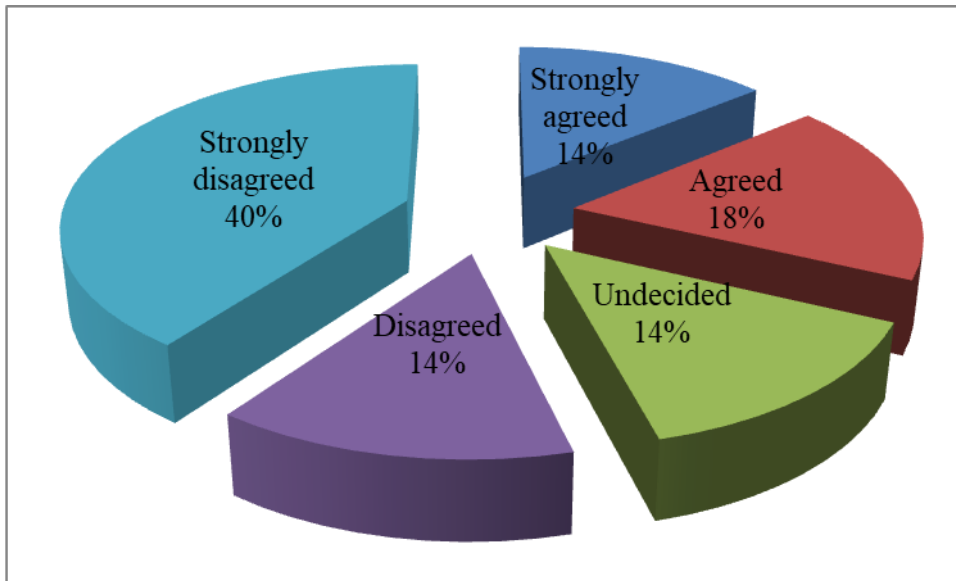


Figure 4.9: Fee Free Education has increased Teachers' Houses

Figure 4.9 reveals that 14 percent of the respondents strongly agreed that fee free policy had increased teachers' houses in secondary schools, 18 percent strongly agreed that fee free policy had increased teachers' houses in secondary schools, 14 percent were undecided whether fee free policy had increased teacher's houses in secondary schools or not, 14 percent disagreed that fee free policy had increased teachers' houses in secondary schools while 40 percent strongly disagreed that fee free policy had increased teachers' houses in secondary schools. Basing on these findings, it would be generally said that most of the respondents strongly disagreed that fee free policy had increased teachers' houses in secondary schools.

4.5 Constraints Experienced during the Implementation of Fee Free Policy

In addressing this specific objective, analysis was done through descriptive statistics. This analysis intended to capture the respondents' reactions on the constraints experienced during the implementing of the free education policy. Figures 4.114.12

and 4.13 present the results of descriptive statistical analysis done on the constraints experienced on the implementation of free education policy.

4.5.1 Constraints at Community Level

The analysis intended to present the distributions of the responses on constraints experienced at the community level in respect to the implementation of free education policy. Figure 4.1 shows the reactions of the respondents with regard to local taboos and ignorance, lack of cooperation between teachers and parents and limited number of teachers as constraints experienced during the implementation of fee free education

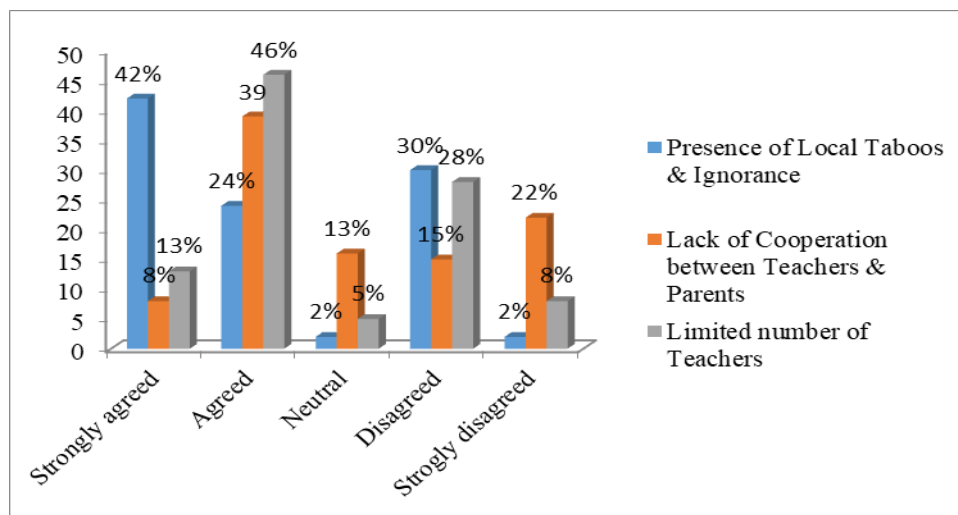


Figure 4.10: Constraints of Free Educational Policy at Community Level

Free education policy has been implemented by government with the intention of improving school infrastructures and education quality particularly the pass mark of pupils. On this regard, figure 4.11 shows that 9 percent of the respondents strongly agreed that there was delay of project fund, 21 percent had agreed that there was delay of project fund, 5 percent were neutral toward delay of project fund release to payment of local fund, 27 percent disagreed that there was delay of project fund release to payment of local fund and 5 percent strongly disagreed that there was

delay of project fund release to payment of local fund. With these particular findings, it would be generally summed up that most of the respondents strongly agreed that the project funds were being released at the right time. Therefore, release of the project funds was not a challenge in implementing the free education policy at the community level.

4.5.2 Constraints at District Level

The analysis intended to present the distributions of the reactions of the respondents constraints experienced at the community level with regard to the implementation of free education policy. Figure 4.11 illustrates the reactions of the respondents on delay of funds, political interference and limited financial resources.

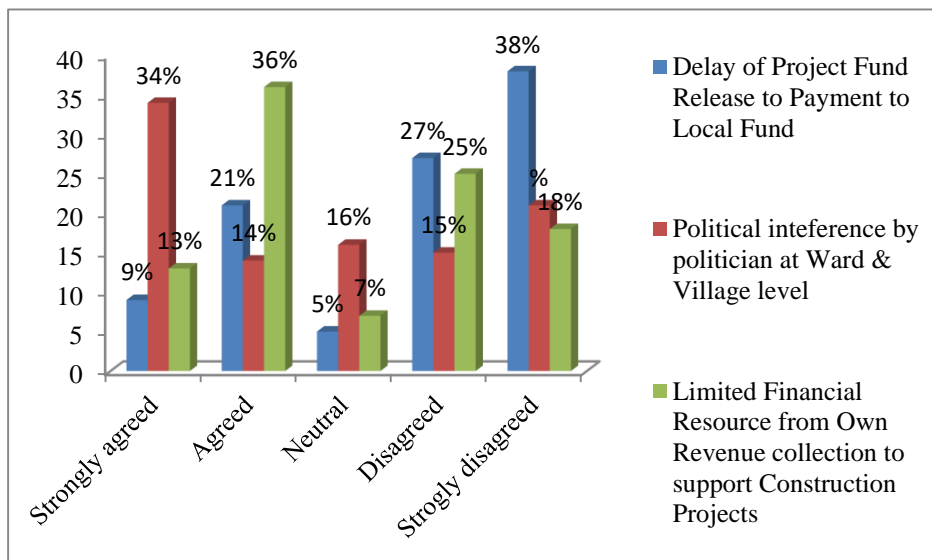


Figure 4.11: Constraints of Free Educational Policy at District Level

Free education policy has been implemented by the government with the intention of improving school infrastructures and education quality particularly the pass mark of pupils. Figure 4.11 shows that 9 percent of respondents strongly agreed that there was

delay of project fund release for payment of local carpenters and masons 21 percent of respondents had agreed that delay of project fund release for payment of local carpenters and masons, 5 percent were neutral on the delay of project fund release for payment of the local carpenters and masons 27 percent disagreed that there was delay of project fund release for payment of the local carpenters and masons and 5 percent strongly disagreed that there was delay of project fund release for payment of local carpenters and masons . With these findings it would be argued that most of the respondents strongly disagreed to the proposition that the project fund was not being released at the right time. Therefore, it can be summed up that the project fund release was not a challenge in implementing the free education policy at the district level.

4.5.3 Constraints at the National Level

The analysis wanted to evaluate the respondents' reactions on the constraints of implementing the free education policy at the National level. Figure4.12 illustrates the distribution of responses.

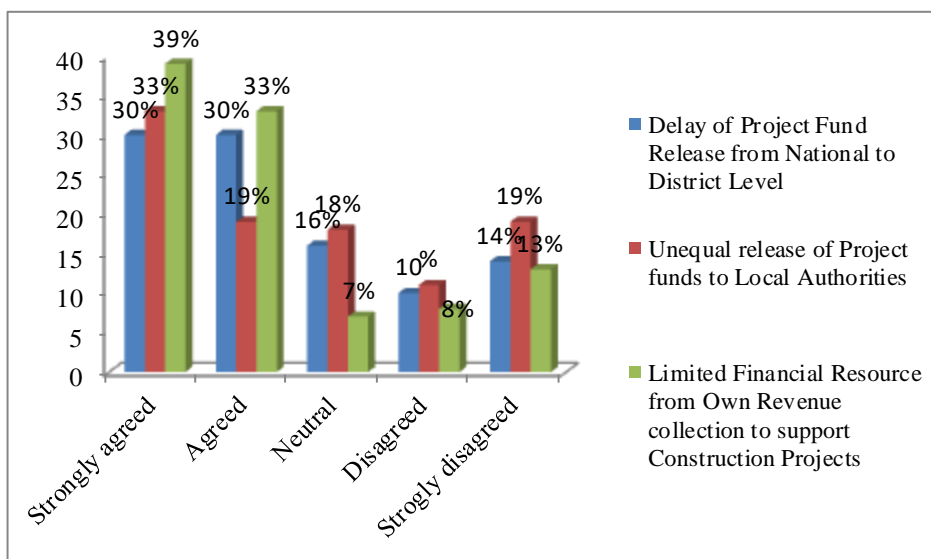


Figure 4.12: Constraints of Free Educational Policy at the National Level

It should be noted that the implementation of free education policy has been coordinated by the central government through regional level to district level. The essence of that matter was to improve school infrastructures and education as a whole. Figure 4.12 reveals that 30 percent of the respondents strongly agreed that there was delay of project fund release from the National to district level, 30 percent strongly agreed that there was the delay of project fund release from the national to district level, 16percent were neutral regarding the delay of project fund release from the national to district level, 10 percent\disagreed on the delay of project fund release from national to district level and 14 percent strongly agreed that there was delay of project fund release from the national to district level. Generally, basing on these findings, it can be summed up that most of the respondents strongly disagreed to the proposition that the project fund was not being released at the right time. Therefore, it can be concluded in this section that the project fund release was not a challenge in implementing the free education policy at the community level.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter focuses on mainly on informing the readers that the findings in chapter four are either supported or criticized by other scholars or sources of the findings.

5.2 Context under which Fee Free Education Policy has been implemented

This part attempts to evaluate the fee free policy on students' access to secondary education. This focuses on understanding whether the beneficiaries had clear understanding of fee free education policy and its impact on access to secondary education. Regarding this, the findings were presented through descriptive statistics, which basically used frequencies and percentages.

5.2.1 Source of Funding for the Fee Free Education Programme

The fee free education program is funded by government grant and donor grant that varies considerably depending to the budget and availability of funds as highlighted in Table 4.2. The donors and government have committed themselves to providing funds to facilitate the construction of school facilities, learning materials and training for teachers. The E P4R as initiated by donors has been providing the larger share of the fund, followed by capitation grant from the government. Other sources have been providing small share or contribution in the implementation of fee free education programme. The funds cover administration and construction cost of secondary schools.

5.2.2 Understanding of Fee Free Education Policy

In capturing the view or knowledge of the community members on the fee free education policy, question was set, responses were captured and analyzed. In their responses to the question; one would think that the community members had knowledge on the fee free education policy that it improves the provision of secondary education. The major finding shows that 62.5 percent of the respondents had understanding that the fee free education policy aimed at improving the provision of secondary school education. This implies that most of the parents were aware of what the fee free education programme had improved in the secondary school education now that students could easily access the secondary education.

5.2.3 Fee Free Education Policy and Enrolment

Fee free policy intentionally aimed at improving education provision while reducing cost burden to students. This led to decrease of education cost, by doing so parents encouraged their students or children to attend secondary education once they passed their Primary School Leaving Examination (PSLE). With regard to the fee free policy, analysis was done with respect to the reactions of the respondents about the effects of fee free policy on students' enrolment as illustrated in Table 4.4 Student enrolment simply refers to the number of students registered at secondary school to start from one after passing their Primary School Leaving Examination. It was noted that after their children had passed this examination, was a possibility for parents to encourage their children to register for their secondary school education if the costs were affordable to parents. The findings with regard to this aspect show that, respondents strongly agreed that fee free education policy had increased student enrolment in

secondary schools. However, it should be borne in mind that increased enrolment can create shortage of school facilities like class if the programme has not invested enough in school facilities. These findings align with the study conducted by Tooley *et al* (2008) that examined the Impact of Free Primary Education in Kenya and found that enrolment had increased in government primary schools but there was decrease in enrolment in private schools.

5.2.4 Fee Free Policy is Education without Fee and Associated Costs

The question related to the fee free education policy was whether education without paying school fee and other associated cost from standard one to form four education levels was constructed to capture the reactions of the respondents. Respondents were asked whether fee free education policy was education without fee and associated costs or not. The responses as illustrated in Table 4.5 reveal that 60 percent of the respondents were of the understanding that fee free education policy was education without fee or any associated costs. With regard to these findings, it can be argued that most of the respondents understood that fee free education policy was education without fee or any associated costs. Since the fee free education programme had invested in secondary schools in order to improve them, the costs that parents would incur as contributions to school projects were largely reduced or were completely waived.

In Table 4.6 statement (i), asked respondents whether fee free education enabled students to access secondary school education or not. On this, the result of statistical analysis of t-test was -7.2364 with p-value of 0.0000. Since p-value (0.0000) was less than 0.05 or 5% level of significance; hence, we have sufficient evidence to support

that fee free education enabled students to access secondary school education. It should be noted that higher costs of education discourages parents from supporting their children but cutting of cost of education through fee free education policy improved children's access to secondary school education.

However, it was noted that access to secondary school education as a result of fee free education policy brought with problems of overcrowding in classes, lack of enough books and big teacher-student ratio. These findings align with the study by Galabawa (2001) which found that low relevance of curricula, classroom overcrowding, arguably inferior teacher training and a rising student-teacher ratio, were evidence of declining educational quality and this could be that the pace of expansion resulted in the neglect of necessary structural preparations.

In Table 6 statement (ii), respondents were asked whether fee free education policy reduced dropouts to secondary school students or not. On this, the result oft-test analysis was -10.4498 with p-value of 0.0000. Since p-value (0.0000) was less than 0.05 Or 5% level of significance for the given result, we have enough evidence to support that fee free education has reduced dropout for secondary students. This possibly may be due to cost-cutting that helped parents to spend less on secondary education and hence encouraging their students to go for secondary school education.

In Table 4.6 statement (iii), respondents were whether fee free education encouraged parents to monitor their children on academic performance or not. It was revealed that parents were encouraged to monitor their children on academic performance due to the motivation they had got from the fee free education policy. This could have

possibly been the case because parents were relieved of the burden of having to look for money to pay for different costs of their children thus they got enough time to be with their children thus helping or monitoring them in their academic activities.

In Table 4.6 statement (iv) respondents were asked whether fee free education made parents ensure their children were obtaining quality education or not. It was revealed that fee free education had made parents ensure their children were obtaining quality education. This finding suggests that, there is no association between fee free education and provision of secondary school education. This suggests that parents cannot enforce the quality of education provision. The issue of the quality has shown little support to knowledge and skills of secondary school students.

5.3 Resources During the Implementation of Fee Free Education Policy

This specific objective assessed the resources and importance of fee free education policy on provision of secondary school education. It was noted that policy aimed at improving the provision of education so as to improve the quality of education in the long run. To effectively assess this, the contribution of fee free policy should be looked at the improvement of secondary school infrastructures.

5.3.1 Funding for Fee Free Education Programme

Figure 4.6 indicates the estimated budget against actual expenditure on fee free programme typically financed by government through Pay by Results (EP4R). The inflow of financial resource shows that release of fund against the estimated budget has been declining in years consecutively. This could be caused by over budgeting or the government may be having shortage of fund to meet its expenditure with regard to

allocation of budgeted amount. The findings show the trend of flow of funds for fee free education programme from 2016 up to 2020 with respect to budget estimation and the amount received. The findings indicate that there was increase in the funds disbursed from 2016/2017 to 2019/2020. These funds were disbursed to facilitate construction and learning materials for secondary schools in Gairo.

5.3.2 Free Education has Increased Classrooms

Figure 4.7 shows that 42 percent of the respondents strongly agreed that fee free education had increased secondary school classrooms. Generally, most of the respondents strongly agreed that fee free education policy had increased the number of classrooms in secondary schools. Increase of classrooms as one of the strategies to improve the school facilities has enabled schools to accommodate the large number of students. These findings contradict with Kapinga (2017) who found that an increase of school classrooms did not respond to enrolment of students and resources allocated for it. He added that free education programme has not well invested into school infrastructures.

5.3.3 Fee Free Education has increased Toilets

Figure 4.8 reveals that 38 percent of the respondents strongly agreed that fee free policy had increased toilets in secondary schools. The increase of these facilities has some implication to quality of education and in accommodating the number of students in schools. The schools can enrol many students at once and provided the facilities without putting them in a single classroom. Similarly the finding by Tidemand & Msami (2010) found that the number of primary schools has been

increasing countrywide since the introduction of PEDP which intended to facilitate the improvement of education in Tanzania.

5.3.4 Fee Free Education has Increased Office Buildings

Figure 4.9 reveals that 26 percent of the respondents strongly disagreed that fee free policy had increased office buildings in secondary schools. An increase of office building can create better environment for teachers to perform their duties in comfortable offices. These findings align with Kazianga *et al.*, (2013) who found that a comprehensive programme in Burkina Faso that included school construction and student attendance incentives increased enrolment and test scores of primary school students. The study further revealed that pupils that had attended schools and inequality had dramatically dropped to 5%. Cost sharing became a driving motive in improving of education and pupils played a role to ensure their parents paid for their contribution to schools hence the school facilities increased.

5.3.5 Fee Free Education has Increased Teachers' Houses

Figure 4.10 reveals that 40 percent of the respondents strongly disagreed that fee free policy had increased teachers' houses in secondary schools. Generally, most of the respondents strongly disagreed that fee free education policy had increased teachers' houses in secondary schools. For along time, houses for the teacher programmes were left without any effort to improve their settlement in schools. An increase of teachers' house could motivate teachers to perform their duties and but also would serve as incentive to them. The present findings contradict with those of Chimombo (2015) who found that there were constraints of implementing free secondary education in

secondary schools in Kenya where teachers' houses were left without improvement and there were limited funds directed to it.

5.4 Constraints of implementing the Fee Free Policy among Secondary Schools

In addressing this specific objective, data were analyzed by descriptive statistics. This analysis intended to capture the reactions of the respondents on constraints of implementing the free education policy. Figures 4.11, 4.12 and 4.13, present the results of descriptive statistical analysis on the constraints of implementing the free education policy.

5.4.1 Constraints at Community Level

The analysis intended to present the distributions of the responses to constraints at community level with respect to the implementation of free education policy. Figure 4.11 shows the reactions of the respondents on presence of local taboos and ignorance, lack of cooperation between teachers and parents and limited number of teachers.

Free education policy has been implemented by the government with the intention to improve school infrastructures and education quality particularly the pass mark of pupils. The major finding shows that 27 percent of the respondents disagreed that there was delay of project fund release to payment of local carpenters and masons. Based on the findings the project fund release was not a challenge in implementing the free education policy at the community level. These findings align with the study by HakiElimu (2017), which revealed that fee free education programme was providing a lot of funds to facilitate administration and construction of school

facilities. The study further suggested adopting the phased-in approach to cost sharing whereby the government and indirect parents' contributions would be 50% and it provided clearly the picture regarding the status of fee free education implementation in primary schools.

5.4.2 Constraints at District Level

The analysis intended to present the distributions of the responses on the constraints at community level with respect to the implementation of free education policy. Figure 4.12 illustrates the reactions of the respondents on the delay of funds, political interference and limited financial resources.

Free education policy has been implemented by the government with the intention to improve school infrastructures and education quality particularly the pass mark of pupils. The major finding revealed that 27 percent of the respondents disagreed that there was delay of project fund release to payment of local carpenters and masons. Based on these findings, it would be said that project fund release was not a challenge in implementing the free education policy at district level. Similar findings were reported by Lindsjö, (2018) who notified that most of the primary schools suffered from financial burden due to shortage of funds even if they were provided with the special grant from fee free programme.

5.4.3 Constraints at National Level

The study wanted to evaluate the responses on the constraints of implementing the free education policy at the national level. Figure 4.13 illustrates the distribution of the responses. It should be borne in mind that the implementation of free education

policy is being coordinated by the central government through regional to district level. The essence of that matter is to improve school infrastructures and education as a whole. The findings confirm that 30 percent of respondents strongly agreed that there was a delay of project fund release from the national to district level. With these particular findings, most of the respondents strongly disagreed that the project fund was being released at right time. However, as it was noted, the project fund release was not a challenge in implementing the free education policy at the national level. These findings conquer with Sakaue(2018) who found that special funds to facilitate fee free education programme were limited to some schools with shortage of the classrooms and teaching materials but limited funds were directed to improve school facilities.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter gives the conclusions and recommendations of the study undertaken. It further explains the area for future study area as well as its limitations.

6.2 Summary of the Findings

The main objective of this study was to investigate the implementation of fee free education policy in the provision of secondary education in Tanzania. Therefore, the summary of the findings is based on each research question:

With regard to the context under which funding for fee free education policy came from; the findings show that grants of fee free programme came from the donors and government. The study found that payment for results and capitation was the major source of fee free education programme.

The study further indicated that school facilities and leaning materials were at large provided from the grants given. It was found that fee free education policy has significantly improved the access to secondary education. The findings also revealed that dropout rate of secondary school student had declined. The findings further suggest that academic performance of the students has increased. However, little evidence was found to support that quality of overall education for secondary students had significantly improved. This was due to lack of association between fee free education and provision of secondary education. The quality improvement of education has proven to be of little support to knowledge and skills of secondary school students.

The major findings on resources during the implementation of Fee Free Policy show that the budget of fee free education increased from 2016 to 2020 and expenditure increased too. This resulted into major students' enrolment in secondary schools where 36.9 percent of the respondents agreed that fee free education policy had increased students' enrolment at secondary school. These findings confirm that majority of the respondents agreed that fee free education policy had increased student enrolment in public secondary school. With regard to the improvement of infrastructures among secondary schools, the findings reveal that majority of the respondents (about 42 percent) agreed that fee free education policy had increased the classrooms 38 percent said that fee free education policy had increased the toilets.

However, these findings were limited in terms of evidence on whether fee free education policy had increased the office buildings and teachers' houses or otherwise. The findings on the constraints of implementing the fee free policy among secondary schools revealed that 42 percent of the respondents were strongly convinced that local taboos and ignorance were challenges standing in the way of implementing the fee free education policy at community level. Also, findings revealed that 46 percent of the respondents were convinced that limited number of teachers was a barrier affecting the implementation of fee free education policy at community level. The study further revealed that 34 percent of the respondents revealed that political interference at ward and village as well as financial limitation to finance the education programme was a limiting factor in the implementation of the policy. At the national level, the findings show that there was delay of release of funds and unequal distribution of project funds to local authorities.

6.3 Conclusion

The study found that government and development partners were the major source of finance of fee free programme for secondary school education. Fee free education has played a key role in increasing the budget and expenditure to overall education sector in Gairo district. The study found that due to increased budget, school facilities and learning materials improved. It was also found that fee free education programme had significantly reduced the student dropout therefore increasing access to secondary education.

The study further reveals that the battle against improvement of education quality had not been won. The findings also suggest that, fee free programme had increased secondary school classes and toilets but limited evidence exists with regard to the office buildings and houses. It also shows that delay of project funds and limited financial resource was barriers to the implementation of fee free education policy. However, delay of funding disbursement was noted to different levels through which fund flow along the chain.

6.4 Implication

This study indicates that if fee free programme continues to disburse funds to facilitate school facilities, the number of classrooms and toilets would increase so meeting the number of students enrolled yearly. Again, if the government continues to implement the fee free programme, student dropout would continue to decline till none of the students would drop out. It also reveals that if disbursement of funds continues to be delayed, there is a possibility that building of school facilities that are under way would delay too.

6.5 Recommendations

The aim of this study was to investigate the implementation of fee free education policy in the provision of secondary school education in Tanzania. Specifically, the study was guided by research questions. The findings of the study would be used to raise awareness among policy makers regarding the impacts associated with fee free education policy as well as influence the provision of secondary school education. The findings might facilitate coming up with relative policies to address the desired impact with the aim of increasing the secondary school infrastructures across the country.

Based on the findings of this study, the policy recommendations are as follows:

- (i) Since the project funds injected to construct school projects (classrooms, toilets, teacher's houses and office building) to local government authorities have been unequally released, therefore government should consider equal release of funds to all local government authorities (districts).
- (ii) The findings show that there have been limited efforts with regard to the construction of office buildings and teachers' houses. Therefore, the government should direct more funds to facilitate construction of office buildings and teachers' houses.
- (iii) The findings also revealed that there were elements of taboos and ignorance among individuals in the community that may act as barrier to implementation of fee free education policy. Therefore, education should be given to individual or groups of people in the community to make them ignore the local beliefs (local taboos and ignorance).

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APPENDICES

Appendix 1: Questionnaire: Political Leaders

My Name is **ABEID HAIDARI**, pursuing MA at the Open University of Tanzania. I am working on a research project titled, ***“Implementation of Fee Free Policy in The Provision of Secondary Education In Tanzania: A Case of Gairo District”***. Please allow me to ask you a number of questions concerning the topic mentioned above. The information you provide will be confidential. I am kindly requesting for your cooperation.

A) GEOGRAPHICAL LOCATION

Region.....
 Municipal/District.....
 Ward
 Street/Village
 Name of respondent.....
 Name of Enumerator/Researcher.....

B) SOCIAL DEMOGRAPHIC CHARACTERISTICS

Questions	Response
B1. Age of the respondent (Years)	
B2. Sex of the respondent. 1 = Male 2 = Female	
B3. Level of education. 1=No formal education, 2=Primary education, 3=Secondary education, 4=University education	
B4. Marital status. 1 = Married , 2 = Single, 3 = Widowed, 4 = Divorced	
B5. The respondent's main occupation. 1 = Self-employed, 2= Non-government Employee, 3 = Government employee, 4 = A combination of two or more (1,2,3)	
B6. Working experience (Years).....	

C: The Context Under Which the Fee Free Education Policy was Provided

C1. Do you know of the fee free education policy?

- a) Yes
- b) No

C2. The fee free education policy is education with paying school fee and other associated cost in from standard one to form four education levels.

- a) Yes
- b) No

The following statements are related to items under access of primary and secondary school education through fee free education policy. Please respond to how fee free education has given pupils/students access to education. Rank each item on a scale of 1 to 5. With 1 indicating strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 stands for strongly agree.

Item	1	2	3	4	5
C3. One would think that fee free education has enabled parents to send their children to secondary schools					
C4. One would think that fee free education has reduced dropout for secondary students					
C5. One would think that fee free education has encouraged parents to monitor their children's academic performance					
C6. One would think that fee free education has guaranteed students to finish secondary school education					
C7. One would think that fee free education has enabled parents to ensure their children obtain quality education					

D: RESOURCES DURING THE IMPLEMENTATION OF FEE FREE EDUCATION POLICY

D1. What are sources of funds for implementation of fee free education programme?

D2. How much funds have been allocated for it by government and development partners?

The following statements are related to items under improvement of infrastructure at primary and secondary schools through fee free education policy. Please respond to how fee free education has enhanced school infrastructures. Rank each item on a scale of 1 to 5. With 1 indicating strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 stands for strongly agree.

Item	1	2	3	4	5
D3. One would think that fee free education has increased classrooms in secondary schools					
D4. One would think that fee free education has increased toilets in secondary schools					
D5. One would think that fee free education has increased office buildings in secondary schools					
D6. One would think that fee free education has increased chairs and tables for students in secondary schools					
D7. One would think that fee free education has increased teachers' houses in secondary schools					
D8. One would think that fee free education has increased students' enrolment in secondary schools					

E) CONSTRAINTS DURING IMPLEMENTATION OF FEE FREE EDUCATION POLICY

E1. List down the challenges of implementing fee free education at community Level

- a)
- b)
- c)
- d)
- e)

E2. List down the challenges of implementing fee free education at District Level

- a)
- b)
- c)
- d)
- e)

E3. List down the challenges of implementing free education at National Level

- a)
- b)
- c)
- d)
- e)

END OF QUESTIONS

THANK YOU FOR YOUR COOPERATION

Appendix 2: Questionnaire: Government Officers

My Name is *abeid haidari*, pursuing MA at the Open University of Tanzania. I am working on a research project titled, *“Implementation of Fee Free Policy in the Provision of Secondary Education In Tanzania: A Case of Gairo District”*. Please allow me to ask you a number of questions concerning the topic mentioned above. The information you provide will be confidential. I am kindly requesting for your cooperation.

A) GEOGRAPHICAL LOCATION

Region.....
 Municipal/District.....
 Ward
 Street/Village
 Date
 Questionnaire number
 Name of respondent.....
 Name of Numerator/Researcher.....

B) SOCIAL DEMOGRAPHIC CHARACTERISTICS

Questions	Response
B1. Age of the respondent (Years)	
B2. Sex of the respondent. 1 = Male 2 = Female	
B3. Level of education. 1=No formal education, 2=Primary education, 3=Secondary education, 4=University education	
B4. Marital status. 1 = Married , 2 = Single, 3 = Widowed, 4 = Divorced	
B5. The respondent's main occupation. 1 = Self-employed, 2= Non-government Employee, 3 = Government employee, 4 = A combination of two or more (1,2,3)	
B6. Working experience (Years).....	

C) THE CONTEXT UNDER WHICH FEE FREE POLICY WAS PROVIDED

C1. Do you know of fee free policy?

- a) Yes
- b) No

C2. The fee free policy is education with paying school fee and other associated cost in from standard one to form four education levels.

- a) Yes
b) No

The following statements are related to items under access of primary and secondary education through fee free policy. Please respond to how fee free education has given pupils/students access to education. Rank each item on a scale of 1 to 5. With 1 indicating strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 stands for strongly agree.

Item	1	2	3	4	5
C3. One would think that fee free education has enabled parents to send their children to secondary schools					
C4. One would think that fee free education has reduced dropout for secondary school students					
C5. One would think that fee free education has encouraged parents to monitor their children's academic performance					
C6. One would think that fee free education has guaranteed student to finish secondary school education					
C7. One would think that fee free education has enabled parents to ensure their children obtain quality education					

D) RESOURCES DURING THE IMPLEMENTATION OF FEE FREE EDUCATION POLICY

D1. What are the sources of funds for implementation of fee free education programme?

D2. How much funds have been allocated for it by government and development partners?

The following statements are related to items under improvement of infrastructure at primary and secondary schools through fee free policy. Please respond to how fee free education has enhanced school infrastructures. Rank each item on a scale of 1 to 5. With 1 indicating strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 stands for strongly agree.

Item	1	2	3	4	5
D3. One would think that fee free education has increased classrooms in secondary schools					
D4. One would think that fee free education has increased toilets in secondary schools					
D5. One would think that fee free education has increased office buildings in secondary school					
D6. One would think that fee free education has increased Chairs and tables for students at secondary school					
D7. One would think that fee free education has increased teacher's houses at secondary school					
D7. One would think that fee free education has increased student enrolment at secondary school					

E) CONSTRAINTS DURING IMPLEMENTATION OF FEE FREE EDUCATION POLICY

E1. List down challenges of implementing fee free education at Community Level

- a)
- b)
- c)
- d)
- e)

E2. List down challenges of implementing fee free education at District Level

- a)
- b)
- c)
- d)
- e)

E3. List down challenges of implementing fee free education at National Level

- a)
- b)
- c)
- d)
- e)

**END OF QUESTIONS
THANK YOU FOR YOUR COOPERATION**

Appendix 3: Questionnaire: Community

My Name is *ABEID HAIDARI*, pursuing MA at the Open University of Tanzania. I am working on a research project titled, "**IMPLEMENTATION OF FEE FREE POLICY IN THE PROVISION OF SECONDARY EDUCATION IN TANZANIA: A CASE OF GAIRO DISTRICT**". Please allow me to ask you a number of questions concerning the topic mentioned above. The information you provide will be confidential. I am kindly requesting for your cooperation.

A) GEOGRAPHICAL LOCATION

Region.....
 Municipal/District.....
 Ward
 Street/Village
 Date
 Questionnaire number
 Name of respondent.....
 Name of Numerator/Researcher.....

B) SOCIAL DEMOGRAPHIC CHARACTERISTICS

Questions	Response
B1. Age of the respondent (Years)	
B2. Sex of the respondent. 1 = Male 2 = Female	
B3. Level of education. 1=No formal education, 2=Primary education, 3=Secondary education, 4=University education	
B4. Marital status. 1 = Married , 2 = Single, 3 = Widowed, 4 = Divorced	
B5. The respondent's main occupation. 1 = Self-employed, 2= Non-government Employee, 3 = Government employee, 4 = A combination of two or more (1,2,3)	
B6. Working experience (Years).....	

C) The Context under which the Fee Free Education Policy was Provided

C1. Do you know of fee free education policy?

- a) Yes
- b) No

C2. The fee free policy is education with paying school fee and other associated cost in from standard one to form four education levels.

- a) Yes
b) No

The following statements are related to items under access of primary and secondary education through fee free policy. Please respond to how fee free education has given pupils/students access to education. Rank each item on a scale of 1 to 5. With 1 indicating strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 stands for strongly agree.

Item	1	2	3	4	5
C3. One would think that fee free education has enabled parents to send their children to secondary schools					
C4. One would think that fee free education has reduced dropout for secondary students					
C5. One would think that fee free education has encouraged parents to monitor their children's academic performance					
C6. One would think that fee free education has guaranteed students to finish secondary school education					
C7. One would think that fee free education has enabled parents to ensure that their children obtain quality education					

D) RESOURCES DURING THE IMPLEMENTATION OF FEE FREE EDUCATION POLICY

The following statements are related to items under improvement of infrastructure at primary and secondary schools through fee free policy. Please respond to how fee free education has enhanced school infrastructures. Rank each item on a scale of 1 to 5. With 1 indicating strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 stands for strongly agree.

Item	1	2	3	4	5
D1. One would think that fee free education has increased classrooms in secondary schools					
D2. One would think that fee free education has increased toilets in secondary schools					
D3. One would think that fee free education has increased office buildings in secondary schools					
D4. One would think that fee free education has increased chairs and tables for students in secondary schools					
D5. One would think that fee free education has increased teachers' houses in secondary schools					
D6. One would think that fee free education has increased students' enrolment in secondary schools					

F) CONSTRAINTS DURING IMPLEMENTATION OF FEE FREE EDUCATION POLICY

E1. List down the challenges of implementing fee free education at Community Level

- a)
- b)
- c)
- d)
- e)

E2. List down the challenges of implementing fee free education at District Level

- a)
- b)
- c)
- d)
- e)

E3. List down the challenges of implementing fee free education at National Level

- a)
- b)
- c)
- d)
- e)


END OF QUESTIONS

THANK YOU FOR YOUR COOPERATION

Appendix III: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445 ext.2101
Fax: 255-22-2658759
E-mail: dpgs@out.ac.tz

Our Ref: PG201608874 2nd April 2017

District Executive Director (DED),
Gairo District Council,
P.O. BOX 40,
MOROGORO.

RE: RESEARCH CLEARANCE


The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. ABEID, Haidari** Reg No: PG201608874 pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**.

We here by grant this clearance to conduct a research titled *Implementation of Fee Free Policy in Policy Provision of Secondary Education in Tanzania, A Case of Gairo District*. He will collect his data at your area from 3rd April 2020 to 4th May 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,



Prof. Hossea Rwegoshora
For: **VICE CHANCELLOR**
THE OPEN UNIVERSITY OF TANZANIA

Appendix IV: Plagiarism Report

IMPLEMENTATION OF FEE FREE POLICY IN THE PROVISION OF SECONDARY EDUCATION IN TANZANIA: A CASE OF GAIRO DISTRICT

ORIGINALITY REPORT

27 %	24 %	6 %	14 %
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